DOCUMENT RESUME

ED 388 953 CS 012 301

AUTHOR Roeber, Jane A.
TITLE Read from the Start: Early Literacy Activities and Resources for Librarians and Other Educators.
INSTITUTION Wisconsin State Dept. of Public Instruction, Madison.
REPORT NO ISBN-1-57337-019-3
PUB DATE May 95
NOTE 148p.; Publication supported in part by Title I of the Library Services and Construction Act.
AVAILABLE FROM Publication Sales, Wisconsin Department of Public Instruction, Drawer 179, Milwaukee, WI 53293-0179.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Beginning Reading; Early Childhood Education; Learning Activities; *Library Services; *Literacy; Parent Child Relationship; Program Descriptions; Program Development; Resource Materials
IDENTIFIERS *Emergent Literacy; Library Services and Construction Act

ABSTRACT

A compilation of information drawn from Library Services and Construction Act (LSCA) grant applications and final evaluation reports submitted to the Wisconsin Division for Libraries and Community Learning, this book offers information that may be of practical value to other libraries wanting to establish their own emergent literacy programs. Chapter 1 (Preparing for an Early Literacy Program) discusses how to use the book, the proactive public library, informing the community, and useful planning materials. Chapter 2 (Making a Difference to the Very Young: Reaching Out to Infants and Their Parents) addresses initial contacts with parents of newborns, programs for parents, and recommended books and audiovisual materials for ages newborn through 18 months. Chapter 3 (Focusing on Toddlers: Introducing the Library to Children Ages 18 Months through 3 Years and to Their Parents) presents kits for librarians, programs for parents, kits for parent and child, and collection and service enhancement. Chapter 4 (Working with Preschoolers: Providing Services to Children Ages 3 through 5 Years, Their Parents, Other Care Providers, and Teachers) discusses programs for care providers and teachers, kits for care providers and teachers, deposit collections, programs for parents, kits for parent and child, and collection and service enhancement. Chapter 5 (Targeting Beginning Readers: Giving Reinforcement to Children Ages 5 through 8 Years) presents five approaches. Appendixes list the libraries that carried out programs; annotations of 97 resources for parents, 122 professional materials, and 110 information sources and suppliers; notes on child development as related to appropriate early literacy activities in the library; and a glossary. (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 388 953

CS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J Daly
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

...at whatever point we look, we see children in the process of becoming literate

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

Read from the Start:
Early Literacy Activities and Resources for Librarians and Other Educators

Jane A. Roeber
Project Coordinator
Division for Libraries and Community Learning

Wisconsin Department of Public Instruction
Madison, Wisconsin

This publication was supported in part by Title I
of the Library Services and Construction Act

The quotation on the cover is taken from
Emergent Literacy: Writing and Reading by William H. Teale
and Elizabeth Sulzby (Ablex Publishing, 1986).

This publication is available from
Publications Sales
Wisconsin Department of Public Instruction
Drawer 179
Milwaukee, WI 53293-0179
(800) 243-8782

Bulletin No. 95341

© May, 1995 Wisconsin Department of Public Instruction

ISBN 1-57337-019-3

The Wisconsin Department of Public Instruction does not discriminate
on the basis of sex, race, religion, age, national origin, ancestry, creed, pregnancy,
marital or parental status, sexual orientation, or physical, mental, emotional, or
learning disability.

Printed on recycled paper.

Contents

	Page
Foreword	v
Acknowledgments	vii
Preface	ix
1 Preparing for an Early Literacy Program	
Vocabulary	2
Using This Guide	2
The Proactive Public Library	4
Informing the Community	6
Useful Planning Materials	13
2 Making a Difference to the Very Young: Reaching Out to Infants and Their Parents	
Introduction	16
Initial Contacts with Parents of Newborns	17
Programs for Parents	20
Recommended Books and Audiovisual Materials for Ages Newborn through 18 Months	23
3 Focusing on Toddlers: Introducing the Library to Children Ages 18 Months through 3 Years and to Their Parents	
Introduction	32
Library Staff and Volunteer Training	32
Kits for Librarians	36
Programs for Parents	39
Kits for Parent and Child	43
Collection and Service Enhancement	47
4 Working with Preschoolers: Providing Services to Children Ages 3 through 5 Years, Their Parents, Other Care Providers, and Teachers	
Introduction	56
Programs for Care Providers and Teachers	56
Kits for Care Providers and Teachers	59
Deposit Collections	73
Programs for Parents	76
Kits for Parent and Child	79
Collection and Service Enhancement	82
5 Targeting Beginning Readers: Giving Reinforcement to Children Ages 5 through 8 Years	
Introduction	90
Five Approaches	90
6 Appendixes	
Appendix A: LSCA-funded Reading Readiness Grants in Wisconsin, 1987-88 through 1992-93	96
Appendix B: Resources for Parents	105
Appendix C: Professional Materials	114
Appendix D: Sources and Suppliers	127

Appendix E: Notes on Child Development as Related to Appropriate Early Literacy Activities in the Library 134
Appendix F: Glossary 138

Foreword

Since 1993 the Department of Public Instruction has increased its attention to the needs of Wisconsin's youngest children. Parental and societal concerns and medical and educational research confirm the enormous importance of each child's earliest years.

A truly nurturing environment from birth is necessary to prepare a child for success in school and in life. That environment includes activities that stimulate imagination, reward curiosity, and encourage exploration of language. When these conditions are present a child will find joy in words and communicating. From there, learning to read is a natural step—and the ability to read is vital.

I am pleased that the department's Division for Libraries and Community Learning has prepared *Read from the Start: Early Literacy Activities and Resources for Librarians and Other Educators* for publication at this time. The programs created by Wisconsin public librarians and described in this guide are exemplary models for others to follow. These librarians have put the good of the child first and foremost. They have achieved results by wise cooperation with parents and with educational and social services resources in their communities. Their programs embody the spirit of the African saying, "It takes a whole village to raise a child."

I compliment and commend each person whose efforts are recorded here. I hope others will be inspired by them. I thank the members of the Reading Readiness Resource Guide Advisory Committee who worked closely with division staff members to ensure a quality publication by contributing practical insights into its design and content. A special thanks to Jane Roeber who transformed the idea for this publication into reality.

John T. Benson
State Superintendent

Acknowledgments

Gratitude first must be expressed to the individuals who initiated and implemented the projects that are described in this guide and that were funded through the Library Services and Construction Act (LSCA). Their shared belief in the importance of enlightened service to young children, and to their families and care providers, has had positive impact in their communities. Their activities deserve widespread recognition and emulation. *Read from the Start* makes some of their energy and insight accessible to interested readers; its preparation was enriched by the contributions of the people acknowledged below.

Advisory Committee

Five Wisconsin librarians played key roles in shaping *Read from the Start*. As members of the Reading Readiness Resource Guide Advisory Committee, they applied knowledge based on practical experiences to make constructive recommendations about the guide's structure and content. Furthermore, they were willing to spend significant amounts of time reviewing chapter drafts and providing detailed additions to bibliographies. Their commitment to this project is highly valued.

Elizabeth Berkholtz
Director
Iola Village Library
Iola, WI

Carol Gibson
System Coordinator
Manitowoc-Calumet Library System
Manitowoc, WI

Maureen Holmes
Youth Services Librarian
Waukesha Public Library
Waukesha, WI

Marge Loch-Wouters
Youth Services Librarian
Elisha D. Smith Public Library
Menasha, WI

Elizabeth Vollrath
Youth Services Librarian
Portage County Public Library
Stevens Point, WI

Department of Public Instruction

Division for Libraries and Community Learning

Gratitude also is due to division colleagues. Larry Nix, Bureau for Library Development director, gave strong and continuous support to *Read from the Start* from

the very first discussions that explored the concept of such a guide.

Peg Branson, LSCA coordinator, not only supplied essential background information and data about the reading readiness grant category, she also provided unfailingly perceptive advice on matters ranging from philosophy to phraseology. Her attention to detail and her breadth of vision were indispensable assets in the completion of this project.

Anders Dahlgren stepped out of his role as public library buildings and planning consultant to apply his prodigious design and formatting skills to the creation of this guide.

The print and electronic resources of the departmental library and its interlibrary loan services facilitated gathering and authenticating information. The print and audiovisual collections at the Reference and Loan Library were similarly rich resources. *Read from the Start* was readied for printing with the editorial assistance of Margaret Dwyer and Lisa Hildebrand. Victoria Horn provided the cover design and other graphic elements.

Bright Beginnings Collaborative Team

Two members of this intradepartmental, interdisciplinary group whose focus is on early childhood concerns were of special help in reviewing *Read from the Start* for clarity of vocabulary and language and in suggesting additional resource materials. The professional perspectives of Jill Haglund, early intervention consultant, and Jacque Karbon, reading consultant, are sincerely appreciated.

School Readiness Institute

As the Reading Readiness Resource Guide project coordinator, I was one of 70 people from 23 states selected to participate in an institute sponsored by the Graduate School of Library and Information Science at the University of Texas at Austin from May 27 to June 1, 1994. The School Readiness Institute was funded by a Title IIB Higher Education Act grant from the U.S. Department of Education. Its aim was to broaden understanding of the critical dimensions of learning in early childhood, and it examined public library relationships to the first of the national education goals that "by the year 2000, all children will enter school ready to learn."

The privilege of participation in the institute is gratefully acknowledged, both for its long-range implications and for the information and inspiration that served to sharpen the narrative focus and to expand the resources described in *Read from the Start*.

Quotation Sources

The quotations introducing each chapter and introducing sections of the bibliography of recommended books in Chapter 2 were selected with admiration from these books:

- *First Steps to Literacy: Library Programs for Parents, Teachers, and Caregivers* by Nell Colburn and Maralita L. Freeny (American Library Association, 1990)
- *The New Read-Aloud Handbook* by Jim Trelease (Penguin, 1989)
- *The Preschool Resource Guide: Educating and Entertaining Children Aged Two through Five* by Harriet Friedes (Plenum, 1993)
- *Read for Joy* by Claudia Quigg (Baby Talk, 1993)

Jane A. Roeber
Project Coordinator

Preface

A Library Services and Construction Act (LSCA) reading readiness grant category was established by the Wisconsin Division for Library Services, now called the Division for Libraries and Community Learning, in the fall of 1986 and was initially funded for the grant period 1987-88. The purpose of the category was to encourage public library involvement in efforts to foster the development of early literacy in children from birth through age 5. The division recognized that public libraries, along with other appropriate community agencies, have a vital role to play in efforts to promote reading and increase literacy.

The purpose of the reading readiness category remained essentially the same from 1987-88 through 1991-92. However, in 1992-93 the age range for children served by grant-funded projects was expanded to birth through third grade. This modification meant inclusion of the development and reinforcement of reading ability as well as emergent literacy.

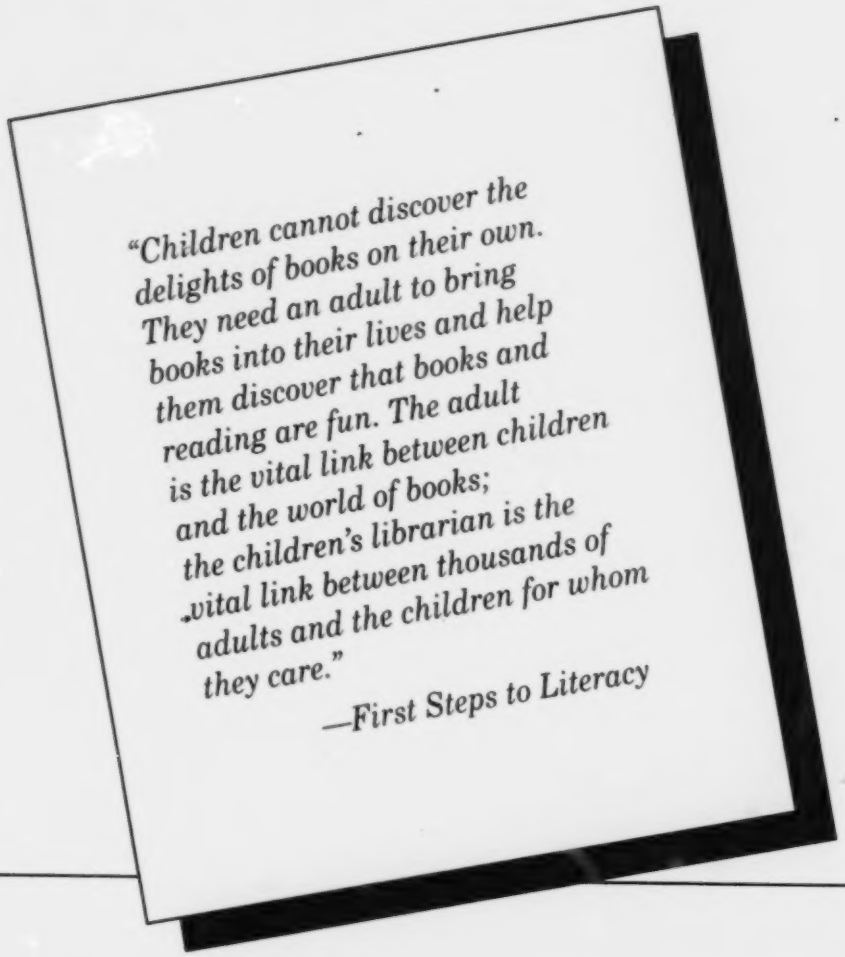
Between 1987-88 and 1992-93, 89 LSCA reading readiness projects were awarded. Of this number, 54 were implemented by individual public libraries, 15 by county library services, and 19 by public library systems; cancellation of one project was necessitated because of staff reductions. A total of $627,730 was awarded to fund these projects. Among the target audiences were children and their parents, child care providers, and library staff members. Among the products developed and services provided were information packets for parents of newborns; dedicated collections of materials for child care centers; parent-child interactive kits; workshops on reading readiness for parents, child care providers, and librarians; storytime kits for librarians; and bibliographies of various kinds.

At its September 1992 meeting, the LSCA Advisory Committee adopted a plan to set aside approximately $10,000 for the purpose of developing a reading readiness guide. Committee members felt that a publication bringing together aspects and pieces of information from the many popular and successful LSCA-funded demonstration projects could be of practical value to other libraries wanting to establish their own emergent literacy programs. In July 1993 a project coordinator was hired to develop the publication and to work with an advisory committee appointed to provide insights that would ensure a practical, accurate, and appropriate guide.

Note: A discussion of the terms "reading readiness," "early literacy," "emergent literacy," and "pre-reading" appears in Chapter 1.

PREPARING FOR AN EARLY LITERACY PROGRAM Chapter 1

Vocabulary
Using This Guide
The Proactive Public Library
Informing the Community
Useful Planning Materials


"Children cannot discover the delights of books on their own. They need an adult to bring books into their lives and help them discover that books and reading are fun. The adult is the vital link between children and the world of books; the children's librarian is the vital link between thousands of adults and the children for whom they care."
—First Steps to Literacy

Vocabulary

The librarians who established a reading readiness grant category and many who implemented the reading readiness programs described in this publication embraced a very broad interpretation of the phrase reading readiness. Their interpretation differs from the definition of reading readiness that most educators and professors of education use.

In education theory, reading readiness implies learning to read through mastery of a series of separate skills and an emphasis on visual and auditory discrimination of letters and their sounds. As Betty Boegehold discusses in *Getting Ready to Read* (Ballantine, 1984), such skills include "understanding special concepts—more, less, near, farther, etc.—understanding word meanings, hearing and recognizing rhymes, hearing and comprehending similarities and differences in the initial sounds of words, ability to remember main points of a story and to retell them, ability to predict outcomes, and ability to name and recognize the letters of the alphabet and Arabic numbers." While these skills are valuable, many educators have come to view the practice of teaching them in isolation—with heavy reliance on workbook activities and basal readers—as less effective than a holistic teaching approach where those skills are incorporated into a larger context. This kind of approach means providing environments with the following characteristics.

- The perspective is on reading as a practical lifelong survival skill, not as an abstract accomplishment.
- Stories from quality children's literature are read aloud.
- Children's fascination with repeated stories and predictable stories is valued and used as a teaching strategy.
- Stories the children themselves dictate are written down and/or acted out.
- The different paths and rates at which children learn to read are recognized.
- Paper and drawing and writing materials are part of all play and learning situations.
- Concurrent development of reading and writing abilities—and their ties to oral language—are supported.
- Many kinds of texts are introduced, including poetry, narrative tales, and informational books.
- Language is played with through such vehicles as rhymes, alliteration, and music.

Rather than concentrating on separate skills, this approach encompasses a child's entire print-rich, aurally rich surroundings in order to foster interest and ability in reading. Pre-reading, emergent literacy, and early literacy are the terms applied by educators in discussing these contextual processes.

This inclusive, holistic view is reflected in many of the public library programs in *Read from the Start*. The people who wrote the grant applications and evaluations that form the basis of this guide were not necessarily familiar with the formal vocabulary of education theory. **Therefore, the term reading readiness as used in this guide covers all kinds of programs that encourage young minds along the paths toward reading through direct service to children themselves and through service to adults who care for them.**

Using This Guide

Read from the Start is a compilation of information drawn from Library Service and Construction Act (LSCA) grant applications and final evaluation reports submitted to the Division for Libraries and Community Learning. Unless otherwise indicated, the word grant throughout the guide refers to LSCA grants for reading readiness programs. Within the following parameters, every possible effort has been made to make the guide a practical publication.

- It does not offer judgmental comparisons between approaches to service.

- It does not suggest ways programs might have been improved.
- It does not attempt to convey all details of every project, list every person involved in project planning, describe all built-in evaluation measures, nor describe all open houses, kick-off events, and special displays.
- Time constraints in its preparation did not permit follow-up interviews with the librarians who carried out the demonstration projects.

Public librarians are the primary audience for this publication. They are encouraged to use it as they consider the best ways their institutions can enrich the lives of young children, their parents, and other caregivers. Others who serve children from birth to age 8 will find ideas to stimulate program designs and community cooperation. Most of the programs are suitable and adaptable for communities of any size.

Read from the Start is divided into five chapters. This first chapter is an overview of program preparation. The following four chapters are based on the age range of target audiences: birth through 18 months, 18 months through 3 years, 3 through 5 years, and 5 through 8 years. This arrangement is a logical way to approach the development of new services and programming. Not all of the programs upon which the publication is based fall precisely into those age categories. Some address the entire preschool population of their service area, some are aimed at reaching child care providers who deal with children of all ages, some define their targeted age group as 2 to 5 years, and so forth. Therefore, chapters contain some overlap of ages. Information about seven LSCA-funded projects for children with special needs also is incorporated in the text.

> "The importance of the first three years of life lies in the pace at which the child is growing and learning. In no other period do such profound changes occur so rapidly; the newborn grows from a completely dependent human being into one who walks, talks, plays, and explores" according to *Starting Points: Meeting the Needs of Our Youngest Children* (Carnegie Corporation of New York, 1994).

Five appendixes and a glossary complete this guide. Appendix A alphabetically lists all the grants described in the text by library location. The library's address, telephone number, and name of the original contact person are provided along with each grant's title, number, and dollar amount. In developing similar programs, experienced personnel in these libraries may be consulted. Many of the demonstration programs—in their original form or modified to meet changing circumstances—have become part of annual library budgets. Some have been dropped because their goals were accomplished or because of a lack of funds. Copies of specific grant applications and evaluations are available from the Wisconsin Division for Libraries and Community Learning, P.O. Box 7841, Madison, WI 53707-7841.

> The authors of *Starting Points: Meeting the Needs of Our Youngest Children* (Carnegie Corporation of New York, 1994) state that "infants' early experiences with adult caregivers...provide the building blocks for intellectual competence and language comprehension."

Appendix B lists recommended materials for parents on the subjects of child development and fostering reading readiness at home. Appendix C lists materials librarians will find useful in planning and implementing early literacy programs and enriching collections. Appendix D provides information about sources for nonbook materials such as puzzles and other toys, puppets, and containers for circulating kits. Appendix E presents information about early childhood development matched with appropriate, related library activities. Its format has been adapted and reprinted with permission from *A Librarian's Planning Handbook for a Read-to-Me Club* by Julie

Todaro-Cagle (Texas State Library, 1993). The glossary provides a number of useful definitions.

Ten identical sampler notebooks have been assembled in conjunction with the reading readiness project. They contain samples of selected, representative, exemplary materials created by various libraries in the course of carrying out their demonstration grants. Within the text of this guide these materials are marked with a star (*). The notebooks will be useful for gathering ideas for flyer layouts and booklist formats. Copies of the *Read from the Start Sampler Notebook* are available through established interlibrary loan channels from the Reference and Loan Library, 2109 South Stoughton Road, Madison, WI 53716.

The Proactive Public Library

Given the lifelong importance of reading skills, the public library's resources—print, nonprint, and personnel—are natural starting places for parents and other caregivers who want to encourage the development of those skills.

Planning and Role Setting for Public Libraries: A Manual of Options and Procedures by Charles R. McClure et al. (American Library Association, 1987) describes eight roles public libraries may play in their communities. The Wisconsin Division for Libraries and Community Learning also utilizes these sample roles in *Wisconsin Public Library Standards* (2nd ed., Wisconsin Department of Public Instruction, 1994), a planning guide for libraries statewide.

In *Educating the Infant and Toddler* (Lexington Books, 1988) Burton L. White says that by the time a child is three years old, he may know as many as 1,000 words and understand 75 percent of the language he will use for the rest of his life in ordinary conversation.

The following paragraphs from *Planning and Role Setting for Public Libraries* define the role Preschoolers' Door to Learning. This definition can serve as the foundation upon which to begin organizing a library's response to a need for reading readiness services. It can focus staff and library board discussions and attract support for new or expanded services.

> The library encourages young children to develop an interest in reading and learning through services for children and for parents and children together. Parents and other adult caregivers can locate materials on reading readiness, parenting, child care, and child development. Cooperation with other child care agencies in the community is ongoing.
>
> The library promotes reading readiness from infancy, providing services for self-enrichment and for discovering the pleasure of reading and learning. Services may include programs for infants, for parents and toddlers, and for parents—for example, "read-aloud", day care story hour, traditional storytelling, parenting skills development workshops, and booktalks. The library may provide outreach to day-care facilities, or reading readiness programs. Programming introduces children and adults concerned with children to a wide range of materials and formats.

Evaluating Library Programs and Services: TELL IT! by Douglas Zweizig, Debra Wilcox Johnson, and Jane Robbins, with Michele Blount (School of Library and Information Studies, University of Wisconsin-Madison, 1994) describes a logical approach to planning a new program. "TELL IT" is a framework for planning and evaluation based on a six-step process.

Talk about the vision
Explore design alternatives
Learn from what's happening
Let people know what happened
Integrate results with on-going services
Think about how it all worked

The following quotation is taken from the chapter on designing alternatives where service to preschoolers is used as an example.

> If a library has selected a goal of helping children in the community to start school ready to learn, there are a large number of possible ways of working toward that goal. Possible approaches might include:
> • providing "newborn kits" to new parents at the hospital that would introduce library services and communicate the importance of reading to children;
> • taking programming to day care homes and centers to reach preschoolers in the community;
> • writing a regular newspaper column on new materials of value for preschoolers;
> • training all library staff in the skills needed to serve preschoolers and their caregivers;
> • redesigning the children's room to provide a more inviting environment for parents and preschoolers.
> The point here is not to recommend any of these approaches, but only to illustrate that for any vision the library is pursuing, a variety of alternative ways of approaching the vision can probably be identified. The act of listing alternatives will suggest additional approaches that might not have come to mind initially. Generating activities can be done alone, but it is probably best done in a small group. The suggestions of one person are likely to trigger ideas from others in the group. The list of serious contenders for approaches to be used should include a variety of approaches, and the number of alternatives should be manageable—at least four and no more than ten. (pp. 34-35)

Evaluating Library Programs and Services: TELL IT! then recommends that the planners determine the appropriate criteria to evaluate the programming approaches they have listed. Each of the approaches can be evaluated against each of the selected criteria. In the service to preschoolers example, the following criteria are suggested: cost, number of children reached, likelihood of success, likelihood caregivers would respond, and staffing requirements. The process of comparing and contrasting all approaches and weighing their ramifications helps planners reach a well-reasoned decision about the path to follow. *Evaluating Library Programs and Services: TELL IT!* should be read in its entirety so that each of the six sequential steps can be implemented most effectively. The publication is available for $13 from the School of Library and Information Studies, 4217 Helen C. White Hall, 600 North Park Street, University of Wisconsin-Madison, Madison, WI 53706, (608) 263-2908.

A planning technique such as the one described above considers the potential impact of a new program on
• the staff time needed to order and process materials,
• the staff time needed for design of promotional materials and the cost of printing the materials,
• the need for additional training for staff and/or volunteers,
• the need for adding or modifying space and/or furnishings, and
• the potential for success to create strain on existing collections or equipment such as computers.

It also takes into account such long-range factors as

- on-going sources of funding,
- on-going commitment of staff time, and
- continuity of communication with decision makers, especially those who have budget authority.

Finally, it includes the facets of the program to measure to determine success, including

- numbers of people attending programs,
- numbers of new library cards issued,
- increases in circulation, and
- increases in media coverage.

The following chapters of this guide reveal how often public libraries act in cooperation with other institutions, organizations, and agencies in their communities. Knowledge of a community's resources is vital to the successful design of any reading readiness program, so the African saying that "it takes a whole village to raise a child" is of special significance here. Library staff members need to be willing to go outside the walls of the library to demonstrate and present resources to adult groups of many kinds. They need to be ready to work with educators, health care providers, social workers, neighborhood center personnel, and parents to plan the most effective program for the community. They need information about child development specialists, early childhood educators, and others who could be invited to speak at the library to parents and other caregivers. They need to be familiar with programs and terminology relevant to reading readiness (see Appendix F).

> According to *Becoming a Nation of Readers* issued by the Commission on Reading (National Institute of Education and National Academy of Education) in 1985, "the single most important activity for building the knowledge required for eventual success in reading is reading aloud to children."

In designing a new program, previously untapped sources of funding may need to be investigated. This, too, requires in-depth knowledge of the community. Co-sponsorships with or grants from service clubs, newspapers and other media, schools, or hospitals and clinics offer possibilities. Major employers may be approached with specific requests for one-time funding of a pilot program. Some private businesses and governmental bodies also offer grants. *Foundations in Wisconsin: A Directory, 1993* (Marquette University Memorial Library, 1993) describes 813 active foundations in the state, and its subject index lists more than 100 that specify an interest in libraries. *The Big Book of Library Grant Money* (American Library Association, 1994) was prepared by Gale Research/Taft Group. It describes 1,471 private and corporate foundations and direct corporate givers who have funded library programs or expressed willingness to consider proposals from libraries.

Informing the Community

No matter how well-designed and soundly funded library programs may be, they are only successful if information about them reaches the intended audiences. This section describes a system's strong, widespread media campaign and a local library's multi-faceted effort to involve and educate the residents of a small town. Text for two readiness flyers also are provided.

Prime Time for Books: A System's Public Information Campaign

The **Arrowhead Library System** chose a year-long "media blitz" to raise parents' and caregivers' awareness of books and the importance of reading to preschool children.

The system's goals were to attract nonusers to public libraries through previously unexplored channels and to introduce new materials to traditional library visitors.

At the time of the Arrowhead demonstration grant, attractive billboard signs—with the theme Book Some Time with Your Kids—were available at little or no cost through a cooperative venture of the American Library Association and the Outdoor Advertising Council. Arrowhead posted nine billboards in the system's one-county area for a three-month period. The system also provided related posters and bookmarks to its seven member libraries.

> "By the time children enter kindergarten, they have achieved fifty percent of the intelligence they will have as adults" according to Nancy Larrick in *A Parent's Guide to Children's Reading* (Westminster, 1983).

The system purchased advertising time during prime children's and family viewing hours on the area's two cable television channels and purchased a collection of 49 60-second professionally prepared television spots from Kentucky Educational Television (see Appendix D). The collection was called "Readtogether with Walter Anderson." Each spot introduced a book of wide appeal such as *The Very Hungry Caterpillar, George and Martha, The Dinosaur Who Lived in My Backyard, Momma Don't Allow, The Cat in the Hat,* and *The Little Engine that Could.* Each spot carried a final tag, added by the cable channel: "A message from the Arrowhead Library System." Both channels ran the spots for no charge at times in addition to paid times.

The library system prepared ads and purchased three weeks' of radio air time on two stations. Adapted versions follow.

(In the background) Adult reading: Once upon a time there were three bears who lived together happily in a little cottage...
Announcer: Reading aloud to your preschooler is one of the easiest things you can do now to prepare your child to be happy in school. Plus, reading aloud together is fun for both of you, and it costs absolutely nothing. Visit your public library soon and bring home all your favorite books. And for storytime ideas, ask for a copy of the new booklet, Picture Books Too Good to Miss. Then curl up in your biggest, softest chair and enjoy some time with your kids.
Background reader: ... and Baby Bear said, Someone's sleeping in my bed!
Narrator: A message from the _____ Library.

(Introductory music)
You remember Curious George the monkey. And who can forget Winnie the Pooh or Mike Mulligan and his steam shovel? These are characters from the books we enjoyed as children. And they're still with us today. Some of our favorite books from long ago, as well as dozens of new titles, are included in a new list of 100 good books to read aloud. Ask at the _____ Public Library for a copy of the booklet Picture Books Too Good to Miss. A message from the staff at the _____ Public Library.

The system also wrote and distributed two public service announcements (PSAs) for airing during November. Adapted versions follow.

What's the best way to predict your child's success in the classroom? Research has shown that preschoolers who are read to are more likely to be successful later on in school. Give *your* kids the advantage. Read *to* them. Read *with* them. Take them to the library. Remember, kids who read succeed. This message is brought to you by the _____ Public Library in celebration of Children's Book Week.

Did you know that the average kindergarten graduate has already seen more than 5,000 hours of television? That's more time than it takes to earn a college degree. Give your kids a real advantage. Read *to* them. Read *with* them. Visit your library to check out books your family will enjoy together. A message from the _____ Public Library in celebration of National Read Aloud Month.

The "Picture Books Too Good to Miss" booklet★ (see Appendix D) mentioned in the announcements was another product of the Prime Time for Books grant. These were available at public libraries and through a variety of community agencies. Grant money also funded a demonstration collection of 50 read-aloud books, which system staff members then took along on outreach visits to such groups as a General Education Development (GED) class at Blackhawk Technical College and a Chapter 1 parents group at a Beloit school. These materials also were used in a continuing education workshop focused on child development and reading readiness for staff of system member libraries.

The Arrowhead Library System contracted with a free-lance writer to produce 12 monthly columns★ about children's books. The system supplied the "Raisin' Readers" columns to all daily and weekly newspapers in the county. Each mentioned public libraries as a valuable resource. The series became an ongoing project and the Arrowhead Library System makes copies of all columns available for purchase by systems and individual libraries for use in newsletters to parents, in local newspapers, and in other publicity efforts (see Appendix D).

In Gail E. Haley's 1971 Caldecott Medal acceptance speech she stated that "children who are not spoken to by live and responsive adults will not learn to speak properly. Children who are not answered will stop asking questions. They will become incurious. And children who are not told stories and who are not read to will have few reasons for wanting to learn to read."

Raising Readers: A Library's Program to Strengthen Community Awareness

Although descriptions of the various components of the Raising Readers program at the Caestecker Public Library in **Green Lake** would fit into several different sections of this guide, the overall tenor of the project was sparking community awareness of, and involvement in, the library in its role as the preschooler's door to learning. Winnefox Library System staff members, a school district reading specialist, a Chapter 1 teacher, a recipient of Aid to Families with Dependent Children (AFDC), child care facility directors, and a city council member all contributed to the grant's broad plan. The program used public relations materials from the Winnefox Library System and other sources as well as publicity pieces tailored specifically to the Green Lake community. In addition to the library's own newsletter, the program used newsletters

from schools and the University of Wisconsin-Extension, the local newspaper, and person-to-person contacts.

An informative presentation to the Business and Professional Women's Club resulted in a monetary gift to purchase a television set and VCR. This equipment allowed the library to show the video *Just a Few Minutes of Your Time* (South Central Library System, 1989; see Appendixes C and D) at programs for parents and other caregivers. A copy of the video was provided to the local hospital for parent education.

> A shift away from the traditional role of mothers as a child's primary care provider and the consequent need for quality care from others was highlighted by these statistics from *The State of America's Children Yearbook 1994* (Children's Defense Fund, 1994): "In 1993, 54 percent of mothers [in the United States] with children younger than three, and 64 percent of those with children ages three to five, were in the civilian labor force."

The library staff studied and adapted reading readiness brochures and booklists from other libraries and systems, and they used the Winnefox system's printing facilities to produce these promotional materials. "Read to Me"★ was produced as an informational general reading readiness handout for parents and other caregivers, including baby sitters. "Read to the New Generation"★ was distributed to parents of newborns at the hospital and other parents of very young children. "For Baby and Family"★ listed books and videos, available at the library, of special interest to parents of very young children. The library invited parents to bring their children to the library to be photographed for the brochure, and this event also publicized the library.

The library included the publicity materials mentioned above and library card information★ in permanent displays placed at the local dentist and physician offices, the coin-operated laundry, a correctional site, and the waiting room of the county's social services department. Each of the displays also featured approximately 20 paperback books for on-site browsing.

The library staff used thematic Story Starter kits, developed by the Winnefox system as preschool storytime aids for member libraries, to stimulate interest in the concept of reading readiness. (These kits are described in more detail in the Library Staff and Volunteer Training section of Chapter 3.) The staff demonstrated kits to adults and children during a local fall festival and at other presentations. They also created bookmarks★ describing the kits and distributed them throughout the community.

The library director and the grant's project coordinator took along the promotional materials and an exhibit of books and other resources as they made presentations to such groups as the WIC (Women, Infants, and Children) nutrition program, child care facility staff members, Girl Scouts, 4-H, Extension Homemakers, the County Health Fair, and other community organizations.

> "Talking, singing parents are the baby's first and most important teachers; they are laying the essential foundations for future reading" according to Betty Boegehold in *Getting Ready to Read* (Ballantine, 1984).

The Caestecker Public Library grant also underwrote purchase of more than 100 books and 15 videos to help meet increased demands made on the collection as a result of successful publicizing and educating activity.

A Sample Library Flyer

The following text is adapted from a flyer created at the **Platteville Public**

Library as part of a 1990 demonstration grant. Other elements of the grant are described in the Collection and Service Enrichment section of Chapter 3. The text may be reproduced and used as a handout.

Reading Readiness Tips

What are the Readiness Skills?

The skills your child develops before learning to read words are often called readiness skills. Listening; sequencing; recognizing colors, shapes, sizes; and identification of letters are some of these skills. Activities in every other kind of learning—such as art, oral language, physical skills, and so on—also contribute to the development of a child's eventual reading ability.

Listening Skills

Your child will be able to listen and say many words before learning to read words. The more words your child is able to hear and understand or say, the easier reading will be. Parents have a great opportunity to influence a child's vocabulary by reading and talking, visiting a variety of places, and exploring and doing things with the child.

The development of listening skills also will improve your child's attention span. At first don't expect your child to listen for more than a few minutes, but as time goes on and your child understands more words, his or her interest in what is being said will increase and so will attention span.

Color, Shape, and Size Recognition

Reading words in the English language requires some fine visual discrimination, such as telling the difference among the letters b, p, q, and d. Visual discrimination is a complex skill for children to develop so it is useful to begin with large discriminations such as in colors, shapes, and sizes.

When your child can match, recognize, and identify colors, shapes, and sizes he or she will have an easier time seeing the differences in words and letters.

Sequencing Skills

Sequencing is learning to put things in their proper order. A sequence of ideas is needed for playing games, following recipes, dressing or undressing, and for reading. A grasp of the concept of sequence is necessary to understand and follow the continuity of a story.

Reading short stories to a child then asking the child to relate what happened is helpful in developing a sense of sequence. Asking questions during the day such as "Did we do this first or did we have lunch?" also will help develop this skill.

Manual Dexterity

While not a mandatory reading skill, manual dexterity (the ability for the child to use his or her hands with skill and ease) will help the child turn the pages of a book and handle writing tools and project materials with better control. Playing with Play-doh, lacing toys, puzzles, and stacking toys are some ways to develop this skill.

Reading Readiness Tips

Interest in Words and Books

You are your child's model for reading and writing. The more your child sees you read and write, the more he or she will want to do so.

You might involve your child in helping you with activities that depend on written instructions, such as baking a cake or assembling a toy. Make your child aware of your interests and show how print lets you read about them. Take the time to encourage your child's own interests by helping pick out books at the library or bookstore.

Parents who read for pleasure, both to their children and for themselves, and whose homes have books, magazines, and newspapers convey to their children the idea that reading is important.

Children need to learn some basic information about books such as top and bottom, front and back, and left to right progression of words and sentences.

Letter Recognition

Eventually your child will show interest in learning the names of the letters and will begin to recognize words, such as "stop" on stop signs. It will be clear that your child realizes that spoken words also can be written and that words on paper also can be spoken. Your child may point out words in a book.

Your child can become familiar with letters by playing with a plastic, foam, wooden, or magnetic set of letters. They can be loaded into trucks, lined up in rows, floated in water, or stuck to the refrigerator. Such play will give your child a sense of the similarities and differences of each letter.

The letters in a child's name will hold a special interest and may be a good place to start letter recognition. Your child may want to look for these letters on signs, cereal boxes, and junk mail. Introduce alphabet books to your child or make one together at home.

Developing Skills

You may be pleased to find that you are already doing things to help your child develop reading readiness skills. The key is not to present formal lessons, but to keep the emphasis on the fun and companionship of doing something together. Readiness skills can be developed gently and naturally by drawing on your child's day-to-day experiences. In doing this, you will see how quickly your child develops the desire to learn.

How the Library Can Help

The public library has many books for parents and other caregivers to share with a preschool child. The library also has multimedia kits designed to help parents teach young children reading readiness skills. Each kit contains games, puzzles, manipulative toys, listening skills tapes, and more. The library offers a wide variety of parenting books, children's videos, book/cassette kits, and tapes that reinforce reading readiness skills.

Sample Flyer Text from the Wisconsin State Reading Association

The following text is adapted from a 1988 Wisconsin State Reading Association publication, "Spread the Joy of Reading: A Handbook for Parent Involvement." The text may be reproduced for use as a handout. Although copies of the handbook are no longer in distribution, the association can be contacted at 4809 Sternberg Avenue, Schofield, WI 54476, (715) 359-6703 for general information about early literacy.

Spread the Joy of Reading

Reading is a holistic process rather than an isolated set of skills. Parents have the unique role of being their child's first teacher. In addition to modeling language and behaviors, parents can mold their children's reading habits. They can let their children see them read, enjoy reading, and react to a variety of reading materials. Parents can best help their children become better readers by reading to them on a regular basis and providing an environment that encourages their children to read independently for knowledge and pleasure.

Read to Your Child

1. Use the public library often to find things you and your child will enjoy together.
2. Set aside a regular time each day to read to your child. This is a time for you to share time in a relaxed situation.
3. Select books from different categories to read. Include fiction and nonfiction books. Read mysteries, animal stories, fairy tales, tall tales, and poems. Try to include other printed materials such as children's magazines, comic books, and newspapers. Let your child help you select the reading materials.
4. Use expression! Don't hurry through a book. Choose a shorter book instead of reading faster if your time is limited. Reading slowly with expression and pauses gives your child the chance to visualize the story's setting, characters, and sequence of events.
5. Allow your child to follow along with you and turn the pages.
6. Read only as long as your child is attentive and shows an interest.
7. Ask simple questions as you finish a section. Talk about the pictures, the order of events, and the characters. Do not drill your child as the enjoyment might be diminished.

Talk with Your Child

1. Start a conversation with your child about daily events or a colorful picture.
2. Start a sentence or story and let your child complete it.
3. Ask questions that are not answered with "yes" or "no." Open-ended questions give the child a chance to feel important and keep communication open for years to come.
4. Help your child design and make a hand puppet from paper sacks, old stockings, or other household items. Have your child make up a story and act it out with the puppet.
5. Help your child make a mask of an animal or a favorite fictional character and then act out a story for you.

Listen to Your Child

1. Play a game of naming all the sounds heard outside.
2. Give your child a specific sound for which to listen.
3. Sing songs such as "Old MacDonald Had a Farm" in which verses are repeated each time as the song progresses.
4. Play games with your child such as "Simon Says" that require close attention to directions.
5. Play rhyming games in which your child must listen to words that rhyme.
6. Take your child to activities that require good listening behavior such as plays and puppet shows and library story hours.

Wisconsin State Reading Association, 1988

Useful Planning Materials

Librarians who prepared reading readiness grant applications cited the works listed here as providing valuable research and theoretical background information as they designed their program proposals.

Appendixes B and C of this guide include additional, pragmatic materials that can be valuable in program planning and implementation.

Becoming a Nation of Readers. Commission on Reading, a joint commission of the National Institute of Education and the National Academy of Education, 1985

Binkley, Marilyn. *Becoming a Nation of Readers: Implications for Teachers.* Office of Educational Research and Improvement, U.S. Department of Education, 1986

Binkley, Marilyn. *Becoming a Nation of Readers: What Parents Can Do.* U.S. Department of Education, 1988

Butler, Owen. "Preventing Young Children From Failing Is America's Best Investment." *Zero to Three: Bulletin of the National Center for Clinical Infant Programs* 8 (December 1987), pp. 14-17

Carlson, Ann D. *Early Childhood Literature Sharing Programs in Libraries.* Library Professional Publications, 1985

Chall, Jeanne. *Stages of Reading Development.* McGraw Hill, 1983

Cliatt, Mary Jo, and Jean M. Shaw. "The Storytime Exchange: Ways to Enhance It." *Childhood Education* 64 (June 1988), pp. 93-98

Denniston, Susan. "Extending Library Services to Children: Reaching Out to Preschools and Other Day Care Facilities." *Emergency Librarian* 13 (January-February 1986), pp. 19-20

Donavin, Denise., ed. *American Library Association Best of Best for Children.* Random, 1992

Durkin, Lisa L. *Parents & Kids Together.* Warner, 1986

Dyal, Donald. "Public Communications: Getting It Airborne." *Wilson Library Bulletin* 62 (April 1988), pp. 38-40

Goelman, Hillel, Antoinette Oberg, and Frank Smith, eds. *Awakening to Literacy: Literacy before Schooling.* Heineman, 1984

Greene, Ellin. *Books, Babies and Libraries: Serving Infants, Toddlers, Their Parents and Caregivers.* American Library Association, 1981

Greene, Ellin. "Early Childhood Centers: Three Models." *School Library Journal* 30 (February 1984), pp. 21-27

Haveman, Robert. *Starting Even: An Equal Opportunity Program to Combat the Nation's Poverty.* Simon & Schuster, 1988

Hunt, Tamar, and Nancy Renfro. *Puppetry in Early Childhood Education.* Renfro Studios, 1982

Kontos, Susan. "What Preschool Children Know about Reading and How They Learn It." *Young Children* 42 (November 1986), pp. 58-66

Kozol, Jonathan. *Illiterate America.* Doubleday, 1985

Michener, Darlene. "Test Your Reading Aloud IQ." *The Reading Teacher* 42 (November 1988), pp. 118-122

Miller, Karen. *Ages and Stages: Developmental Descriptions and Activities Birth through Eight Years.* Telshare, 1985

Monson, Dianne, and DayAnn McClenathan. *Developing Active Readers: Ideas for Parents, Teachers, and Librarians.* International Reading Association, 1979

Morrow, Lesley M. "Home and School Correlates of Early Interest in Literature." *Journal of Educational Research*, March-April 1983

Musick, Judith, et al. "A Chain of Enablement: Using Community-based Programs to Strengthen Relationships between Teen Parents and Their Infants." *Zero to Three:*

BEST COPY AVAILABLE

Bulletin of the National Center for Clinical Infant Programs 8 (December 1987), pp. 1-6

A Nation at Risk. National Commission on Excellence in Education, 1983

Rogers, Pat. "Parent-Child Learning Centers: An Alternative Approach to Library Programming for Preschoolers." *Top of the News* 42 (Summer 1986), pp.343-355

Roser, Nancy L. "Research Currents: Rethinking Literature and Literacy." *Language Arts* 64 (January 1987), pp. 90-97

Roser, Nancy L., and Miriam Martinez. "Roles Adults Play in Preschoolers' Response to Literature." *Language Arts* 62 (September 1985), pp. 485-490

Ross, Dorene O. "Communicating with Parents about Beginning Reading Instruction." *Childhood Education* 63 (April 1987), pp. 270-74

Rubin, Richard, et al. *Your Toddler.* Collier, 1980

Smardo, Frances. "Public Library Services for Young Children." *Children Today* 9 (May-June 1980), pp. 24-27

Smardo, Frances. "Public Library Services for Young Children in Day Care and Their Caregivers." *Public Library Quarterly* 7 (Spring-Summer 1986), pp. 45-56

Smardo, Frances, and John Curry. *What Research Tells Us about Storyhours and Receptive Language.* Dallas Public Library, 1982

Strickland, Charlene. "Intergenerational Reading: Encouraging the Grandlap." *Wilson Library Bulletin* 65 (December 1990), p. 46+

Taylor, Denny. *Family Literacy: Young Children Learning to Read and Write.* Heinemann, 1983

Taylor, Denny, and Dorothy Strickland. *Family Storybook Reading.* Heinemann, 1986

Teale, William, and Elizabeth Sulzby, eds. *Emergent Literacy: Writing and Reading.* Ablex, 1986

Teale, William. "Parents Reading to Their Children: What We Know and What We Need to Know." *Language Arts* 58 (November-December 1981), pp. 902-912

Thomas, James L. *Play, Learn and Grow: An Annotated Guide to the Best Books and Materials for Very Young Children.* Bowker, 1992 (A revised edition is scheduled for release in 1995)

Throne, Jeanette. "Becoming A Kindergarten of Readers?" *Young Children* 43 (September 1988), pp. 10-16

Van House, Nancy, et al. *Output Measures for Public Libraries: A Manual of Standardized Procedures.* 2nd ed. American Library Association, 1987

Wahl, Amy. "Ready...Set...Role: Parents' Role in Early Reading." *Reading Teacher* 42 (December 1988), pp. 228-231

Walter, Virginia A. *Output Measures for Children's Services in Public Libraries.* American Library Association, 1992

What Works: Research about Teaching and Learning. U.S. Department of Education, 1987

Willett, Holly. "The Changing Demographics of Children's Services." *Journal of Youth Services* 2 (Fall 1988), pp. 40-50

Zweizig, Douglas, and Eleanor Jo Rodger. *Output Measures for Public Libraries: A Manual of Standardized Procedures.* American Library Association, 1982

MAKING A DIFFERENCE TO THE VERY YOUNG

Chapter 2

Reaching Out to Infants and Their Parents

Introduction
Initial Contacts with Parents of Newborns
Programs for Parents
Recommended Books and Audiovisual Materials for Ages Newborn through 18 Months

"Reading is the foundation of knowledge and success, the key to pleasure and beauty. Books provide endless opportunities for enrichment, entertainment, satisfaction, and fulfillment. Learning to read begins at a very early age, years before a child ever enters a classroom. Starting in the home, children acquire the language, knowledge, and attitudes that form the basis for reading. Parents are a child's first and most important teachers. They exert a powerful influence on the child's reading development."

—The Preschool Resource Guide

Introduction

If children are to become readers, their parents need to know early on about the physical and mental development stages contributing to and affecting emergent literacy. Other caregivers, too, may need to become acquainted with basic child development patterns. The public library—often in cooperation with one or more community agencies or institutions—can play a key role in bringing that information to parents and others. At the same time, the library's range of resources for children and adults can and should be explained and promoted.

Few public librarians can characterize themselves as child development experts. However, familiarity with child development is highly desirable. It can be especially useful when designing programs and services for the parents of the youngest children, from birth through 18 months. Recommended reading on this subject can be found among the books listed in Chapter 1 and in Appendix B. Appendix E presents an outline of development and appropriate library activities published by the Texas State Library.

The examples of infant stages and appropriate adult responses listed below are adapted from a set of handout sheets published by the Center for Women and Infants at Milwaukee's St. Joseph's Hospital and distributed by Milwaukee Public Library in one of its reading readiness programs. Various library resources (recordings of music and verse; books of songs, poems, and fingerplays; board books, picture books, and toys) are helpful for the parents at each stage.

- At one to three months babies are nearsighted. Hold objects 8 to 12 inches from their faces. Read, talk, and sing to establish feelings of security.
- At one to three months babies use one side of the brain when listening to music and the other when listening to a speaking voice; they use both sides of the brain when listening to singing. Talk to babies, sing to them and play soft music.
- At three to six months babies begin to coo. Stimulate them by continuing to talk and read to them.
- At six to nine months babies are experimenting with many sounds. Continue to talk and read to them. Show responsive facial expressions as you listen to reinforce the idea of communication.
- At six to nine months babies are exercising small muscles when they grasp objects with their entire hand. Provide toys small enough to pick up but too large to swallow.
- At nine to 12 months babies have an increasing ability to understand words; this is called *receptive* language. Continue to talk and read and to encourage vocalization.
- At nine to 12 months babies exercise small muscles by picking up tiny objects using the thumb and forefinger. Provide small objects during supervised play times and board books with sturdy pages that can be turned.
- At 12 to 15 months babies begin to say words and make their needs known by gesturing; this is called *expressive* language. Respond to their vocabulary and encourage its growth by talking, singing, and reading to them.
- At 12 to 15 months babies exercise small muscles as they put objects into and out of containers. Provide stacking blocks and nesting toys; initially avoid those that have only one correct way to place components.

This chapter examines several LSCA-funded programs aimed at capturing and holding the attention of new parents and benefitting their children from birth through 18 months. The programs are arranged alphabetically by place name. Materials marked with a star (★) are included in sampler notebooks (see page 4). A sample letter to parents of newborns is provided. A bibliography of recommended materials suitable for use with children from birth to 18 months old is included at the end of this chapter. A bibliography of recommended books for parents is provided as Appendix B. Suppliers of free and inexpensive materials appropriate for distribution to parents of newborns are listed in Appendix D.

Initial Contacts with Parents of Newborns

The question of how the library will try to reach new parents and the question of what materials it will offer them are interconnected. A decision about one influences the other. The following examples show a range of outreach approaches. Whether the approach was by mail or through an in-hospital program, library materials for parents of newborns stressed the importance of reading in a child's life.

A sample letter to parents, created using ideas from several libraries, is on page 20 and may be adapted to reflect any library's specific services. The bibliographies at the end of this chapter and in Appendix B may be used to create an appealing and useful booklist for parents. The bibliographies are based in part on recommendations from the grant projects described in this chapter. Some libraries present gift books to newborns and their families, and take advantage of discount prices available when ordering materials in quantity.

When designing an outreach program for this audience, it is important to consider how to reach parents of newly adopted babies, how to reach single mothers or fathers who may not be listed in newspaper announcements, how to assist parents if their child is born with a disabling condition or health problems, and how to avoid intrusion into families whose child dies at some later time. One way to reach new parents that was not used in any of the programs described in the section, but could be investigated, is cooperation with the city or county health department. If department nurses regularly make calls or mailings to the homes of newborns, they may be willing to include a packet of information on beginning literacy and parenting resources provided by the library. Some school districts also do mailings to new parents, and they may allow the library to add material to that mailing and share in postage expenses.

Germantown

Because there was no hospital in Germantown and because the local newspaper did not print complete birth lists, the community's Duerrwaechter Memorial Library contracted with the Wisconsin Office of Vital Records, 1 West Wilson Street, Madison, WI 53702 to obtain, on a monthly basis, the names, birth dates, and parents of all children born in the library's service area.

Using that information and local telephone directories to obtain addresses, the library sent a congratulatory letter to parents announcing that a book had been added to the children's collection to celebrate the child's life. The letter specified the book's author and title. (A bookplate was placed in the book showing the child's name and birth date, and the book was featured in a special display for a short while before being circulated.) The mailing included a copy of the brochure "Catch 'em in the Cradle: Tips for Parents and Babies from Your Library," which the library created using camera-ready pages from the American Library Association (ALA). (This list of recommended books is no longer available from ALA.) A paperback copy of *The Read-Aloud Handbook* by Jim Trelease also was sent to the parents on long-term loan.

Unique among the reading readiness approaches examined in this resource guide, Germantown built in annual follow-up actions. All were predicated on the philosophy that daily visual and verbal parent/child communication is vital to developing reading readiness. That philosophy was reflected in the program's overall title, Hour-A-Day. The library kept computerized records of all families who were contacted at the time of a child's birth and a birthday card* was sent when each of those children reached ages 1 through 5. (A flyer* was available encouraging parents to sign up preschool children for this series of cards at any age level.) The final step in the program was a letter inviting children to get their own library cards. It was distributed in kindergarten classrooms.

The 1-year-old's card included a letter to parents encouraging them to use the

library and a list of books recommended for the early language development of infants and toddlers. Contents of that list are represented in the bibliography at the end of this chapter.

Descriptions of the other birthday cards and the materials related to them are in the following chapters. The overall success of the Hour-A-Day program and the library's commitment to its permanent status led to a 1990 grant to purchase a computer for storage of all program-related records. The extremely heavy use of library materials generated by the program resulted in a 1991 grant to fund expansion of the board book collection and the collection of book/audiocassette sets suitable for young children.

Indianhead Federated Library System

The public libraries in **Amery** and **Chippewa Falls** focused on parents of newborns in the Beginning with Books grant, which the library system administrated. (The activities of other participating member libraries are described in the Programs for Parents section of Chapter 3.) The Amery library cooperated with the Apple River Hospital and the Chippewa Falls library cooperated with St. Joseph's Hospital to distribute Beginning with Books gift packs to new parents at the hospital. Plastic drawstring bags from Demco were used to hold the gift materials, which included pamphlets from the International Reading Association, bibliographies of recommended books for very young children prepared by system staff, a board book, and a flyer encouraging parents to register for a library card. Both libraries received a copy of the video *Just a Few Minutes of Your Time* (South Central Library System, 1989) to use in meetings with parents of newborns at the hospital and at other sites.

Manitowoc

Manitowoc Public Library distributed informational packets to parents of newborns at Holy Family Medical Center, the only local hospital with an obstetrical unit.

As in Germantown, a copy of "Catch 'em in the Cradle" was part of the packet. The Manitowoc Public School District provided small flyer,* which encouraged reading to babies, for the packet. A complimentary copy of a board book was included. The materials were packaged in zipper-type plastic bags.

Marathon County

Marathon County Public Library originally obtained monthly lists of the names and addresses of parents from the county register of deeds office and mailed a library flyer to each family. However, the library eventually switched to working directly with area hospitals. This meant *all* parents, including single mothers who had sometimes been omitted from the register's list, received informational reading readiness materials immediately upon the birth of a child.

The flyer stressed the importance of reading aloud, described the variety of materials available at the library, and provided information about library locations and hours. The flyer also called attention to a "Books for Babies" booklist which could be picked up at all library branches. An announcement was included regarding special showings of the Jim Trelease film *Reading Aloud: Motivating Children to Make Books into Friends, Not Enemies* (Reading Tree Productions, 1989). (See Appendix D for film rental information.)

Merrill

T.B. Scott Free Library in Merrill distributed a folder* of materials through the community hospital. However, at the end of the grant period, library staff members

felt it was worthwhile to consider mailing the material to parents instead because new parents received so many giveaways at the hospital.

The folder contained basic information about children's services at the library, a list of recommended books for parents and babies, and a "Reading Together" brochure describing basics of child development. A gift certificate was enclosed that parents could turn in at the library for a free board book.

Portage County

Portage County Public Library produced a four-and-one-half minute videotape titled *Babies and Books* and donated it to St. Michael's Hospital in Stevens Point for parents to view. Library staff members wrote the script and appeared in the video. It was filmed with the cooperation of the local access cable television station. (A circulating copy is available through established interlibrary loan channels.) In addition, the library gave parents a brochure• with a brief list of recommended books for new parents and recommended first books for babies. The brochure included the words and directions for the simple hand games, "Where is Thumbkin?" and "The Eensy, Weensy Spider."

South Central Library System

The South Central Library System sponsored *Just a Few Minutes of Your Time: Reading Aloud for a Lifetime: A Motivational Video to Promote Reading Aloud to Preschoolers*, a nine-minute video produced by the Instructional Media Development Center of the University of Wisconsin-Madison. It was made available to system member libraries and other interested libraries in the state for new parent education in hospitals. Gloria Waity, a library youth services consultant, was hired by the system to serve as the consultant for script content and preparation. (See Appendix D for Waity's address.)

The video reflected cultural and ethnic diversity and appealed to parents who may not have been library users. Scenes at local housing developments, private homes, and child care centers were included. It addressed the concepts of sharing love and attention by sharing a book; redirecting attention and energy in a positive way by reading books; and facilitating conversation and promoting language development by looking at pictures together. It pointed out the availability of books for various stages of development and various ages. (The video can be borrowed through normal interlibrary loan channels from the Wisconsin Reference and Loan Library in Madison.)

Both *Just a Few Minutes of Your Time* and the Portage County Public Library video also were used in other ways; these are noted in the Programs for Parents section of this chapter.

Waukesha

Waukesha Public Library supplied an informational brochure• about library services and child development and an announcement of special showings of the film *Reading Aloud: Motivating Children to Make Books into Friends, Not Enemies* (Reading Tree Productions, 1989) for inclusion in Waukesha Memorial Hospital's gift pack for new mothers. (See Appendix D for film rental information.) The library also supplied a free board book for each pack. The gift collections were assembled by hospital volunteers.

Sample Letter to Parents of Newborns

This letter is adapted from materials created in several of the programs described in this chapter. The text may be further adapted to reflect the program components

at any specific library. It should be printed on library letterhead.

Dear _____,

Congratulations on the arrival of your new family member, _____!

The staff at the _____ Public Library welcome this recent addition to our community and invite your family to make use of the many materials and services available at the library. Enclosed you will find a certificate that you may bring to the central library or any of our branch libraries and exchange for a free board book, our gift to your new baby. A bookmark with information about library locations and hours also is enclosed.

Almost 50 percent of a child's mental development occurs between birth and 4 years of age. Your baby is already learning new things every day, and it is not too soon to introduce books and reading into your daily routine. You are the first and most important teacher your child will have. Even before your infant can focus on pictures or understand words, being cradled in your warm arms and hearing your voice talking and reading creates an important bond between the two of you. Soon you will be able to look at pictures together, name letters and objects, and play word games.

When you come to the library for your baby's gift book, please ask for our special lists "Choice Books for New Parents" and "Choice Books for Infants and Toddlers." They will give you good ideas about child development, parenting skills, and books that entertain and stimulate small children.

We hope that your family will be coming to the library often as you set aside some special time each day to make reading together a part of your family life.

Good wishes from
(Your name and title)

Programs for Parents

In addition to contacting new parents at the time of a child's birth, librarians can provide information about child development and the importance of reading to parents of very young children in other ways. This section describes several LSCA-funded programs carried out in library facilities and at various other community sites. These projects offer ideas about the institutions and agencies that may help libraries reach this parent population and may provide resource people to help plan and implement a reading readiness program. The programs are arranged in alphabetical order by place name.

Brown County

In its Storytime for Babies program, Brown County Library staff members took information about child development and library resources directly to parents of young at-risk, under-stimulated children by giving presentations at a variety of community agencies. Among these were the School Age Parent Program (Green Bay School District), the Hmong Center, the WIC (Women, Infants, and Children) nutrition program at a community clinic, Head Start, the Oneida Day Care Center, and a shelter

for battered women. Representatives of these agencies helped plan the program.

In preparing for the program, staff members making outreach visits attended two three-hour in-service sessions. A University of Wisconsin-Green Bay professor of human development conducted the first session and addressed the physical, psychological, and emotional development of children from birth to one year of age. The second session focused on improving staff understanding of low-income and minimally educated parents through discussion of their insecurities, inhibitions, needs, and goals. The coordinator of the city's Head Start and Chapter 1-Prekindergarten programs conducted this session. In the final evaluation of this grant, staff members pointed out the importance of providing additional training in understanding parallel cultures.

One goal of the program was to present the library as a friendly, accepting place. In classes limited to ten adults and ten babies and lasting approximately 30 minutes, library staff members used a role-model approach to educate parents about ways to stimulate communication and language development. (The number of class sessions varied from place to place, but the average number was four.) Each session included sensory activities such as nonsense noises, touch, and movement as well as more verbal activities such as rhymes, songs, and fingerplays. Staff members demonstrated and encouraged the use of sturdy bright board books. They gave each adult a colorful plastic take-home bag containing a free board book, a booklet* of nursery rhymes, a booklet* of songs and fingerplays, an application for a library card, and a flyer describing library locations, hours, and storytime schedules. Library staff members used enlarged sample library cards and application forms to help explain how to obtain a borrower's card.

The Brown County Library's Storytime for Babies program also included a follow-up party at the library to which parents, babies, and toddlers who had attended class sessions were invited. This provided opportunities to tour facilities, become acquainted with additional resources, have refreshments, and see a puppet show. The library gave each family a free box of disposable diapers. Library staff members also made presentations at Northeast Wisconsin Technical College classes for adults preparing to work in child care centers.

Milwaukee

Some Right From the Start reading readiness workshops at the **East Branch Library** and **Capitol Branch Library** of the Milwaukee Public Library system were directed at parents of infants. (Others focused on 2-year-olds and their parents and are discussed in the next chapter.) The workshops were designed to foster the auditory, visual, and cognitive growth of young children and to introduce the concepts and benefits of infant stimulation to parents. Guest consultants and children's librarians demonstrated various aspects of infant stimulation using books, art, music, movement, and massage. Parents watched the videotape *Read to Me: Libraries, Books, and Your Baby* (Greater Vancouver Library Federation, 1986), which was available for check-out. (The video is available through established interlibrary loan channels from the Wisconsin Reference and Loan Library in Madison.) Each family received a packet containing library information and free brochures from other sources. The packets included the handout sheets about child development from St. Joseph's Hospital in Milwaukee referred to at the beginning of this chapter. The library publicized the workshops through library newsletters, flyers, and news releases to the media and through personal contact with agencies such as hospitals, child care centers, nursery schools, and parenting organizations.

Tippecanoe Branch Library, Zablocki Branch Library, and **Llewellyn Branch Library** cooperated with two area hospitals to make reading readiness education a part of the hospitals' prenatal education classes for expectant parents. The libraries also hosted four postnatal workshops. The first session—"Stretch and

BEST COPY AVAILABLE

Bend"—focused on massage and touch techniques for baby. A registered massage therapist conducted the workshop. A dance troupe member led "Music and Movement" and described how music can assist a child's development. An occupational therapist taught "Discover and Explore" and shared techniques to stimulate a baby's awareness of the world. A children's librarian introduced recommended books at the final session, "Pictures and Stories." The libraries distributed various materials, including "Books for Babies,"* a brochure listing books for children aged newborn to 18 months and recommended books for parents from the library collection. "Favorite Fingerplays," a brochure giving the words to several fingerplays and listing books where more fingerplays are found, and "On Your Lap: Story Time for Toddlers," a brochure encouraging reading aloud at home and participation in programs at the library, also were popular. The libraries publicized the workshops through mailings, library publicity, community newspapers, and announcements at other programs in the neighborhoods.

Center Street Branch Library and **Mill Road Branch Library** developed collections of book/cassette kits for parents considered functionally illiterate. The kits enabled those parents to become involved in helping their children acquire reading readiness skills. The collections included Mother Goose rhymes, nursery songs and fingerplays, and a variety of picture books as well as easy-to-read stories suitable for use with older preschoolers. In designing the program, branch staff members worked with the Milwaukee Public Library's literacy specialist and with social service agencies to find channels for reaching these parents. They introduced the materials to parent groups at child care centers and neighborhood centers and to parents of children attending toddler and preschool story hours.

Portage County

The Portage County Public Library used the *Books and Babies* video, mentioned in the preceding section, in additional outreach efforts to acquaint parents with library services and resources. The video was broadcast on the Stevens Point local access cable television channel and shown for parenting classes at local clinics, the University of Wisconsin-Stevens Point, and the Portage County Human Services Department. A circulating copy also was available for use by individuals and community organizations. The video was an integral part of parent-infant-toddler workshops held at the main library and four branches. These sessions included a tour of the facility, a short storytime for the young children, booktalks for the parents, and an opportunity for parents to make a cloth book for their child.

The video is available through established interlibrary loan channels. Since it specifically mentions the Portage County Library its geographic usefulness is limited, but libraries that want to produce their own video will find it a helpful model.

South Central Library System

The South Central Library System used its video *Just a Few Minutes of Your Time: Reading Aloud for a Lifetime: A Motivational Video to Promote Reading Aloud to Preschoolers* in a wide variety of settings. The video provided a focus for discussion in various communities at workshops for parents at the library and other sites and in meetings with community organizations involved with children.

Using LSCA funds designated for persons with special needs and in cooperation with the Madison Metropolitan School District, in 1991 the South Central Library System revised the original video with footage that included more people with various linguistic and culture backgrounds. The system also produced the revised video in the Hmong, Khmer, Laotian, and Spanish languages and provided a user's guide in the matching language. The system distributed copies of all versions to interested libraries

throughout the system, to all other Wisconsin library systems, to various social service agencies, and to the Reference and Loan Library in Madison where they are available through established interlibrary loan channels. (All English and other language versions also are available for purchase at cost; see Appendix D.)

Waukesha and Marathon County

One component of Waukesha Public Library's Books for Infants program was the showing of Jim Trelease's movie *Reading Aloud: Motivating Children to Make Books into Friends, Not Enemies* (Reading Tree Productions, 1989). The library rented the film five times during an eight-month period for five showings at the library. The Marathon County Public Library rented the film for three special showings at the library in Wausau during National Library Week. The film reinforced the themes of Trelease's well-known *The New Read-Aloud Handbook*, which shows how children's imagination and language skills can be enhanced. It introduced techniques and books that parents find useful in their reading aloud commitment. In both communities, the libraries emphasized the showings in the material distributed to new parents at hospitals and also publicized them through the libraries' standard channels to reach a wider audience. (See Appendix D for film rental information.)

Two versions of the Trelease film were produced later in video format and may be borrowed from the Reference and Loan Library in Madison through established interlibrary loan channels. Both come with public performance rights. The 82-minute teacher-parent version is designed primarily for use in teacher inservices, programs for educational supervisors and administrators, and college classes in reading and children's literature. It discusses research on reading to children, reading aloud to children from the time they are infants, the most popular read-aloud books, making time for reading, coping with the influence of television, the importance of using the library, the difference between a child's listening level and reading level, the use of read-aloud sessions in classrooms and schools, read-aloud demonstrations, and more. The 54-minute parent version includes only those segments of the longer version that relate to what a parent can do to help with a child's reading. (For additional reading readiness videos available from the Reference and Loan Library, see Appendix C.)

Recommended Books and Audiovisual Materials

This bibliography consolidates the recommendations from the grants and other publications mentioned earlier in this chapter and from this guide's advisory committee and its compiler. The sections on predictable books and wordless books in Chapter 10 of *The New Read-Aloud Handbook* by Jim Trelease provide related information. The list is included here as an aid for those librarians not yet familiar with "first books" to recommend to parents and helps acquaint them with names of respected book creators. Although some authors have several relevant books in print, only one title per author is cited in each category.

Only books in print and audiovisual materials readily available when this guide was published are included. Fine new materials appear each year and are reviewed in standard selection aids such as *Booklist*, *Horn Book*, *Library Journal*, and *School Library Journal*. *CCBC Choices*, published annually by the Friends of the Cooperative Children's Book Center, Inc., calls attention to books of high quality. Wisconsin residents may obtain a copy by sending $3 or the equivalent in U.S. postage to the Cooperative Children's Book Center, 4290 Helen C. White Hall, 600 North Park Street, Madison, WI 53706. Persons living outside Wisconsin may purchase a copy by sending a check for $6 payable to Friends of the CCBC, Inc. to Friends of the CCBC, Inc., P.O. Box 5288, Madison, WI 53705.

Although generalizations about babies' developmental stages month-by-month can

be made, infants are individuals who mature at different rates and who have different likes and dislikes in activities. Librarians should feel free to suggest more complex books to parents of children in this age group when a child seems ready to move along. They also should consider books on this list as appropriate for older toddlers who continue to enjoy their content.

The bibliography may be reproduced and used as a handout.

Books and More for the Very Young

"Until a child is six months old, I don't think it matters a great deal what you read, as long as you are reading. What is important up to this stage is that the child becomes accustomed to the rhythmic sound of your reading voice and associates it with a peaceful, secure time of day."
(*The New Read-Aloud Handbook*, pp. 41-42)

"Young children need routines. Sharing books at regular times helps establish routines."
(*Read for Joy!*, p. 10)

Board Books

"When your baby reaches about four months...eye-hand coordination will improve.... One toy he [or she] will enjoy playing with is a board book."
(*Read for Joy!*, p. 9)

Board books are usually 12 to 14 pages long and of dimensions that make for comfortable handling by the youngest children. They are usually constructed of heavy laminated cardboard that can be wiped clean, have rounded corners, are printed in nontoxic inks, and are sturdily bound to withstand bending, chewing, and inevitable tumbles from cribs and high chairs. Their cost is usually less than $5. They have little if any text; a young child and adult can look at the pictures together and talk about them. Children also can look at board books alone, becoming familiar with page turning and recognizing content.

Boynton, Sandra. *Going to Bed Book.* Simon & Schuster, 1982
Breeze, Lynn. *This Little Baby's Morning.* Little, 1993
Cousins, Lucy. *Country Animals.* Tambourine, 1991
DePaola, Tomie. *Baby's First Christmas.* Putnam, 1988
Dreamer, Sue. *A Teddy Bear Christmas.* Boyds Mills, 1992
Duke, Kate. *Clean-up Day.* Dutton, 1986
Dunn, Phoebe. *I'm a Baby.* Random, 1987
Fujikawa, Gyo. *Babies.* Putnam, 1963
Greeley, Valerie. *Field Animals.* Bedrick, 1984
Greenfield, Elois. *Big Friend, Little Friend.* Writers & Readers, 1991
Hill, Eric. *Spot at Play.* Putnam, 1985
Hoban, Tana. *Black on White.* Greenwillow, 1993
Hudson, Cheryl. *Good Morning Baby.* Scholastic, 1992
Miranda, Anne. *Baby Walk.* (Lift-&-Look Flap Books) Dutton, 1988
Oxenbury, Helen. *Beach Day.* Dial, 1991
Schmid, Eleanore. *Farm Animals.* North-South, 1986
Slier, Deborah, ed. *Baby's Words.* Checkerboard, 1988
Spanner, Helmut. *Meow, Meow.* Price Stern, 1991
Spier, Peter. *Peter Spier's Little Cats.* Doubleday, 1984
Wells, Rosemary. *Max's Bath.* Dial, 1985
Ziefert, Harriet. *Baby Ben's Noisy Book.* Random, 1984

Books and More for the Very Young

Picture Books

> "Children less than eighteen months often find it difficult to understand complicated illustrations that adults recognize instantly.... The picture books you choose now should be uncomplicated...." (*The New Read-Aloud Handbook*, p. 46)

Picture books can be wordless or include minimal text. Even an adult who has limited literacy skill can share these books with a child by talking about the pictures and the story they convey. Prices, except for paperback editions, range from $10 to $15.

Ahlberg, Janet, and Allan Ahlberg. *Baby's Catalogue.* Little, 1983
Aliki. *Welcome Little Baby.* Greenwillow, 1987
Allen, Pamela. *Who Sank the Boat?* Putnam, 1989
Anno, Mitsumasa. *Anno's Peekaboo.* Putnam, 1988
Arnosky, Jim. *Watching Foxes.* Lothrop, Lee, 1984
Asch, Frank. *Just Like Daddy.* Simon & Schuster, 1984
Bang, Molly. *Yellow Ball.* Morrow, 1991
Bradman, Tony. *This Little Baby.* Putnam, 1990
Brown, Margaret Wise. *Goodnight Moon.* Harper, 1947
Carle, Eric. *The Very Hungry Caterpillar.* Putnam, 1981
Chorao, Kay. *Baby's Lap Book.* Dutton, 1977 (Also available with audiocassette)
Crews, Donald. *Freight Train.* Greenwillow, 1978
Dabcovich, Lydia. *Sleepy Bear.* Dutton, 1982
Dodds, Siobhan. *Elizabeth Hen.* Little, 1988
Falwell, Cathryn. *Where's Nicky?* Clarion, 1991
Florian, Douglas. *A Winter Day.* Greenwillow, 1987
Garland, Sara. *All Gone!* Puffin, 1991
Gillham, Bill. *First Words Picture Book.* Putnam, 1982
Ginsburg, Mirra. *Across the Stream.* Greenwillow, 1982
Hill, Eric. *Where's Spot.* (Lift-the-Flap) Putnam, 1980
Hutchins, Pat. *Rosie's Walk.* Macmillan, 1968
Isadora, Rachel. *Babies.* Greenwillow, 1990
Keats, Ezra Jack. *The Snowy Day.* Viking, 1962
Kelley, True. *Look Baby. Listen Baby. Do Baby.* Dutton, 1987
Kovalski, Maryann. *Wheels on the Bus.* Little, 1987
Lindgren, Barbro. *Sam's Teddy Bear.* Morrow, 1982
Martin, Bill. *Brown Bear, Brown Bear, What Do You See?* Holt, 1983
McMillan, Bruce. *Step by Step.* Lothrop, Lee, 1987
Ormerod, Jan. *Sunshine.* Lothrop, Lee, 1981
Rice, Eve. *Goodnight, Goodnight.* Greenwillow, 1980
Steptoe, John. *Baby Says.* Lothrop, Lee, 1988
Tafuri, Nancy. *Have You Seen My Duckling?* Greenwillow, 1984
Watanabe, Shigeo. *How Do I Put It On?* Putnam, 1984
Weiss, Nicki. *On a Hot, Hot Day.* Putnam, 1992
Wheeler, Cindy. *Marmalade's Nap.* Knopf, 1983
Williams, Vera B. *"More More More," Said the Baby: 3 Love Stories.* Greenwillow, 1990

Books and More for the Very Young

Rhymes, Songs, Fingerplays, and Other Games

> "A prime factor in the success of reading aloud to very young children is that most often it is done one-on-one, by far the most effective teaching/bonding arrangement."
> (*The New Read-Aloud Handbook*, p. 25)

Books inviting imitation and interaction, such as those suggested here, are important in introducing young children to language and word play. Except when available in paperback format, their prices range from $10 to $15.

Ahlberg, Janet, and Allan Ahlberg. *Each Peach Pear Plum.* Viking, 1979

Brown, Laurie Krasny. *Toddler Time: A Book to Share with Your Toddler.* Little, 1990

De Paola, Tomie. *Tomie dePaola's Mother Goose.* Putnam, 1985

Frank, Josette, ed. *Poems to Read to the Very Young.* Random, 1982

Glazer, Tom. *Eye Winker, Tom Tinker, Chin Chopper: 50 Musical Fingerplays.* Doubleday, 1973.

Grayson, Marion. *Let's Do Fingerplays.* Luce, 1962

Hart, Jane. *Singing Bee: A Collection of Favorite Children's Songs.* Lothrop, Lee, 1989

Jeffers, Susan. *If Wishes Were Horses: Mother Goose Rhymes.* Dutton, 1979

Kovalski, Maryann. *Wheels on the Bus.* Little, 1987

Larrick, Nancy. *When the Dark Comes Dancing: A Bedtime Poetry Book.* Putnam, 1983

Lobel, Arnold. *Random House Book of Mother Goose: A Treasury of 306 Timeless Nursery Rhymes.* Random, 1986

Marshall, James. *James Marshall's Mother Goose.* Farrar, Straus, 1979

Noll, Sally. *Jiggle, Wiggle, Prance.* Greenwillow, 1987

Oxenbury, Helen. *Helen Oxenbury Nursery Storybook.* Knopf, 1985

Peek, Merle. *Roll Over: A Counting Song.* Houghton Mifflin, 1981 (Also available with audiocassette)

Prelutsky, Jack, ed. *Read-Aloud Rhymes for the Very Young.* Knopf, 1986 (Also available with audiocassette)

Ra, Carol. *Trot Trot to Boston: Play Rhymes for Baby.* Lothrop, Lee, 1987

Raffi. *Raffi Singable Songbook.* Crown, 1988

Sparling, Joseph, and Isabelle Lewis. *Learningames for the First Three Years: A Guide to Parent-Child Play.* Walker, 1979

Sweet, Melissa. *Fiddle-I-Fee: A Farmyard Song for the Very Young.* Little, 1992

Weissman, Jackie. *Songs to Sing with Babies: Songs & Games to Develop Skills in Young Children 0-6 Years.* Miss Jackie, 1983

Wildsmith, Brian. *Mother Goose: Nursery Rhymes.* Oxford, 1987

Yolen, Jane, ed. *Lullaby Songbook.* Harcourt, 1986

Books and More for the Very Young

Concept Books

> "Between six and ten months, the child's sight and hearing are attuned enough...to recognize not just familiar voices but familiar faces and objects as well. During this period when children begin to respond to voices, there are bursts in cell growth within the speech centers of infant brains. Another burst occurs between twelve and eighteen months when they truly discover that words have meaning.... With this in mind, your book selections...should be ones that stimulate...sight and hearing—colorful pictures and exciting sounds upon which the child can focus easily."
> (*The New Read-Aloud Handbook*, pp. 42-43)

Concept books convey to very young children basic knowledge about letters, numbers, colors, shapes, sounds, actions, and so on. They may be wordless or have very minimal text. In addition to repeating words and recognizing concepts in interaction with an adult, children can enjoy repeated study of the pages on their own. Except when available in paperbound format, prices range from $5 to $15.

Bang, Molly. *Ten, Nine, Eight.* Greenwillow, 1983
Burningham, John. *John Burningham's ABC.* Crown, 1993
Carle, Eric. *My Very First Book of Shapes.* Harper, 1985
Crowther, Robert. *The Most Amazing Hide and Seek Alphabet Book.* Viking, 1978
Emberley, Ed. *First Words: Animals.* Little, 1987
Feelings, Muriel. *Moja Means One: A Swahili Counting Book.* Dial, 1976
Gardner, Beau. *Guess What.* Lothrop, 1985
Gundersheimer, Karen. *Colors to Know.* Harper, 1986
Hennessy, B.G. *A, B, C, D, Tummy, Toes, Hands, Knees.* Viking, 1989
Hill, Eric. *Spot Looks at Shapes.* Putnam, 1986
Hoban, Tana. *Of Colors and Things.* Greenwillow, 1989
Hughes, Shirley. *All Shapes and Sizes.* Lothrop, Lee, 1986
Isadora, Rachel. *I Hear.* Greenwillow, 1985
Jonas, Ann. *Now We Can Go.* Greenwillow, 1986
Kightley, Lynn. *Opposites.* Little, Brown, 1986
Lear, Edward. *An Edward Lear Alphabet Book.* Lothrop, Lee, 1983
McMillan, Bruce. *Growing Colors.* Lothrop, Lee, 1988
Oxenbury, Helen. *Helen Oxenbury's ABC of Things.* Delacorte, 1983
Pienkowski, Jan. *Sizes.* Simon & Schuster, 1991
Reiss, John J. *Shapes.* Macmillan, 1982
Rockwell, Anne. *Things That Go.* Dutton, 1986
Sawicki, Norma. *The Little Red House.* Lothrop, Lee, 1989
Spier, Peter. *Gobble, Growl, Grunt: A Book of Animal Sounds.* Doubleday, 1988
Tafuri, Nancy. *Who's Counting?* Greenwillow, 1986
Wik, Lars. *Baby's First Words.* Random, 1985
Wolff, Ashley. *A Year of Beasts.* Dutton, 1986

Books and More for the Very Young

Audiocassettes

"Audios...promote listening proficiency in today's video-dominated society, and they stimulate children to learn, sing, play, imagine, laugh, and grow emotionally and intellectually!"
(*The Preschool Resource Guide*, p. 26)

Arnold, Linda. *Peppermint Wings.* A&M Records, 1990
Arnold, Linda. *The Rainbow Palace.* A&M Records, 1991
Brown, J. Aaron. *The Rock-A-Bye Collection.* Educational Records, 1989
Brown, J. Aaron. *The Rock-A-Bye Collection.* Vol. 2. Someday Baby, 1990
Brown, J. Aaron, and David R. Lehman. *A Child's Gift of Lullabies.* Someday Baby, 1988
Buchman, Rachel. *Baby and Me.* A Gentle Wind, 1991
Buchman, Rachel. *Hello Everybody.* A Gentle Wind, 1986
Collins, Judy. *Baby's Morningtime.* Lightyear Records, 1990
Danly, Linda, and Mimi Danly. *Lullaby River.* Danly Productions, 1984
Diaper Gym. Kimbo Educational, 1985
Glazer, Tom. *Music for Ones and Twos.* CMS, 1972
Herdman, Priscilla. *Stardreamer.* Alacazam, 1988
Kaldor, Connie. *Lullaby Berceuse.* Music for Little People, 1990
McGrath, Bob. *The Baby Record.* Kids' Records, 1983
Palmer, Hap. *Babysongs.* Activity Records, 1984
Raffi. *More Singable Songs.* Troubador Records, 1977
Raffi. *Singable Songs for the Very Young.* MCA, 1979
Roth, Kevin. *Daddysongs.* Sony Kids Music, 1992
Roth, Kevin. *Lullabies for Little Dreamers.* Marlboro, 1985
Roth, Kevin, and Grant Birchard. *The Sandman: Lullabies and Night Time Songs.* Marlboro, 1988
Sigafus, Chad, and Terri Sigafus. *Water Color Ponies: A Collection of Lullabies.* Teeter Tot Records, 1990
Snuggle Up: A Gift of Songs for Sweet Dreams. JABA Records, 1992
Stewart, Georgiana. *Baby Face.* Kimbo Educational, 1983
Stewart, Georgiana. *My Teddy Bear and Me.* Kimbo Educational, 1984

Books and More for the Very Young

Videocassettes

"Videos let families watch what they want when they want.... [B]y linking film and books, [they] can motivate and complement reading.... [They] provide exposure to different types of rhythmic experiences that promote participation and response.... [They] help children to understand themselves, basic concepts, and the world around them."
(*The Preschool Resource Guide*, pp. 158-159)

Baby's Bedtime. Judy Collins. Lightyear Video, 1991 (26 minutes)
Baby's Morningtime. Judy Collins. Lightyear Video,1990 (25 minutes)
Baby's Nursery Rhymes. Phylicia Rashad. Lightyear Video, 1991 (26 minutes)
Baby's Storytime. Arlo Guthrie. Lightyear Video, 1989 (26 minutes)
Babysongs. Hap Palmer. Hi-Tops Video, 1986 (30 minutes)
Even More Babysongs. Hap Palmer. Hi-Tops Video, 1990 (32 minutes)
I Want to Go Home and Other Stories. Sesame Street. Random House Video (30 minutes)
Peek A Boo: A Big Surprise for Little People. Lorimar Home Video, 1988 (30 minutes)
Where's Spot? Eric Hill. Walt Disney, 1993 (30 minutes)

FOCUSING ON TODDLERS Chapter 3

Introducing the Library to Children Ages 18 Months through 3 Years and to Their Parents

Introduction
Library Staff and Volunteer Training
Kits for Librarians
Programs for Parents
Kits for Parent and Child
Collection and Service Enhancement

"By around age two, they are interested in everything and have a built-in need to have names for those things."

—The New Read-Aloud Handbook

"As your child grows, books become very real. ... As you read a story, she [or he] will want to be actively involved in your reading session. Just as toddlers have learned to participate in life, they love to participate in books."

—Read for Joy!

Introduction

While the age range of 18 months *through* 3 years is indicated in this chapter's title, the reader is reminded that not every reading readiness grant was aimed at a distinct, specific age group. Many had a broad preschool target audience. The material in this chapter was selected on the basis of general applicability to the earlier years. The following chapter overlaps age 3 and goes *through* age 5; the last chapter overlaps age 5 and goes *through* age 8. This arrangement is compatible with the fact that children develop along a continuum and at their own individual rates.

In this chapter the emphasis begins to shift away from a home-centered focus—that is, parents using library materials at home with their young children. While home-centered program elements—such as interactive kits—remain important in many of the grants described in the chapter, other programs introduce first steps toward bringing children into the library to choose books and other materials, hear stories, and participate in activities. In several instances, reading readiness project planners recognized a need to incorporate education and training for library staff and volunteers in order to make library storytimes and other programs as effective as possible. Materials marked with a star (★) are included in sampler notebooks (see page 4).

Library Staff and Volunteer Training

Staff training came in many forms. In some communities it meant librarians took advantage of lectures and classes at a nearby university, college, or technical college campus. Library systems and individual libraries also designed their own educational programs. Five examples of such programs are described in this section; the entries are in alphabetical order.

Indianhead Federated Library System

The Indianhead Federated Library System staff developed an informative reading readiness workshop in recognition of the needs of the many member libraries having a one-person staff. An education professor from College of St. Catherine in St. Paul, Minnesota conducted the workshop. She first discussed how children acquire reading readiness skills, then described resources the librarians would find useful in planning services for parents of young children. The professor prepared a bibliography of recommended books for parents and first books for children; her suggestions are reflected in Appendix B. She also prepared a tip sheet for parents which the system subsequently reproduced for system member libraries to use in programs for parents. Its content is included on the next page and may be reproduced.

As an integral part of this effort, system personnel designed and printed posters and bookmarks with the slogan "The Reading Habit Starts Here: Libraries and Reading Readiness." These were available to member libraries (along with the tip sheet and bibliography) as they expanded collections, initiated programs, and publicized resources.

A portion of the LSCA grant funds was allotted to participating local libraries for the specific purpose of purchasing reading readiness materials. Building on this grant, in the following year the Indianhead system carried out a multifaceted Beginning with Books program in which 17 member libraries were involved. It is described in the Programs for Parents section of this chapter.

Lakeshores Library System

The Storytime Training Project was designed as a continuing education opportunity for librarians from member libraries in the Lakeshores Library System; library

Tips for Promoting Reading Readiness

(Based on material prepared in 1989 for the Indianhead Federated Library System by Mary M. Wagner, Asst. Professor, College of St. Catherine, St. Paul, MN)

Model reading
- Read aloud every day
- Use "lap" books (nursery rhymes, Mother Goose)
- Make books from magazines, newspapers, flyers
- Read everything and anything aloud
- Read your own books, magazines, newspapers everywhere

Visual discrimination
- Read aloud every day
- Use board books
- Provide variety of illustration styles and artistic mediums
- Provide toddlers with clear, simple, bright illustrations of familiar objects

Auditory discrimination
- Read aloud every day
- Use nursery rhymes, poetry
- Use folktales with repetitive phrases
- Play rhyming games
- Provide music and variety of sounds
- Use records and tapes, songs and stories

Language development for communication
- Read aloud every day
- Use board books that name objects
- Use nursery rhymes
- Use creative dramatics
- Carry on conversations with children
- Listen to child tell a story

Enrich vocabulary
- Read aloud every day
- Use rebuses
- Use poetry

Develop imagination
- Read aloud every day
- Use creative dramatics
- Use drawing and painting activities
- Use folktales

Physical readiness
- Use board books
- Provide vision check-ups
- Play games emphasizing left/right such as hokey-pokey
- Use records/tapes for dancing and large motor skills
- Allow children to turn pages

Letter and shape recognition
- Use alphabet books
- Trace letters in books or made from sandpaper

Sequence and story content understanding
- Use traditional folktales
- Use rebuses
- Listen to child tell a story
- Use comic strips cut apart and have child reassemble and tell story
- Provide typewriter or computer for writing stories

volunteers also were welcome. It was developed in response to a significant lack of previous training in preschool services, which had meant infrequent or non-existent story programs in many of the system's libraries.

Several experienced children's services specialists from area libraries conducted the day-long workshop. They demonstrated storytelling techniques, presented low- or no-cost activities and crafts, and introduced ideas for incorporating music and puppets into storytimes. They discussed resource materials for story program planning. The workshop was videotaped; copies of the three 60-minute *Storytime Training* tapes may be borrowed from the Reference and Loan Library in Madison through established interlibrary loan channels (see Appendix C). A collection of resource books and a

collection of realia such as puppets and flannel boards were purchased in support of the workshop. These materials were housed at Aram Public Library in Delavan and available for loan to system member libraries. The resource books are included among the professional materials in Appendix C of this guide.

Milwaukee

A unique volunteer training program was carried out at the **Martin Luther King Branch Library** and **Forest Home Branch Library** of the Milwaukee Public Library. It was designed to provide storytellers and readers for three on-site meal programs. The program sought to enhance and encourage reading readiness skills among young listeners and to demonstrate to their parents the value and techniques of reading to children. It brought library resources to the attention of many individuals who were not active library users.

Two five-week series of training sessions were conducted at each branch, one in spring and one in fall, and a total of 40 people completed the training. An experienced storyteller led them and worked with library staff to develop support materials for the sessions. Each series included opportunities to practice and to meet the volunteer coordinator for each meal site.

For the most part, the adults who took part in the training program were already avid readers who had a love of books and reading. They wanted to learn the skills needed to pass on that love to others. The trainer helped them focus on the intended audience. Each branch library created a special collection of books selected especially for reading aloud to a meal site audience. Librarians selected books and stories that fostered reading readiness skills and encouraged family involvement in reading such as stories with predictable elements, refrains, and repetitions. Poetry and fingerplays also were included.

Volunteer storytellers were encouraged to read to family groups rather than to isolated groups of children so that their parents could join in too. After several months, the storytellers compiled a list of audience favorites★. It included such varied books as *Bringing the Rain to Kapiti Plain* by Verna Aardema, *Horton Hears a Who* by Dr. Seuss, *Funny Bones* by Janet and Alan Ahlberg, *Dancing Granny* by Ashley Bryan, *Chicka Chicka Boom Boom* by Bill Martin Jr. and John Archambault, and *We're Going on a Bear Hunt* by Michael Rosen.

The outline of the training sessions is shown here. A similar approach could be equally useful for instructing librarians who are beginning storytellers or for in-library volunteers. The books used in the Milwaukee program appear in Appendix C of this guide along with other related resources.

- First session:
— Getting comfortable with each other, the books, the librarians.
— Getting comfortable with your meal site and family shelter audience.
— Let's begin! Fingerplays—we'll do them together!
— Before the next session;
  -- Learn three fingerplays. Bring them to class.
  — Try to observe storytellers at library family storytime, your church, a festival—anywhere you can!
- Second session:
— Reading a picture book aloud.
— How to select a picture book that is just right for your audience.
— Group practice.
- Third session:
— Get your audience to join in! How to involve listeners of all ages.
— Telling stories with patterns, refrains, repetitions, and songs.
— Group practice.
— Before the next session:

— Find a story with a "pattern" and practice telling it.

- Fourth session:

— Telling folktales. Make traditional string figures, paper folds, drawings, or simple puppet figures to help tell the story.
— Group practice.
— Before the next session:
— The library will have supplies of paper, scissors, string for you to use for practice. Take home a book to help you.

- Fifth session:

— Form storytelling teams.
— Get ready to tell stories at a meal site or shelter. Plan your storytelling.
— Meet the people who can arrange for you to tell stories at their site.
— Receive a certificate of congratulations for becoming a practiced storyteller.

Winnefox Library System

The focus of the Winnefox Story Starters grant was education for enriched preschool storytime planning and presentation in member libraries. Two continuing education programs were planned and scheduled to make attendance convenient for all. Youth services staff from the three largest libraries in the system—Oshkosh, Neenah, and Menasha—presented demonstrations of various storytime activities and techniques. Special presentations by guest speakers/storytellers were funded by the grant. Rob Reid from the L.E. Phillips Memorial Library, Eau Claire, spoke at one workshop and Judy Farrow Busack from the Duerrwaechter Memorial Library, Germantown, at the other.

The system contracted with the Department of Radio, Television, and Film Services at the University of Wisconsin-Oshkosh to tape and edit a video of exemplary, sample storytimes. The videotape, *Story Starters Preschool Storytime*, showed typical story sessions for 2-year-olds, 3-year-olds, and 3- to 5-year-olds as carried out at the Oshkosh, Neenah, and Menasha libraries. A copy was provided for each of the system's 24 member libraries. In addition to its value in reinforcing staff knowledge of materials and techniques, the video was a resource to share with others in the libraries' communities. It also was cablecast on the public access television channel in Oshkosh. It can be borrowed from any Winnefox member library through established interlibrary loan channels.

To augment professional resources, each library in the system received a copy of *Felt Board Fun* by Liz and Dick Wilmes (Building Blocks, 1984) and *The Storytime Planning Manual* by Rob Reid (Indianhead Federated Library System, 1987). The Reid book is no longer in print, but it is available at many public libraries in the state or can be borrowed from the Reference and Loan Library in Madison through established interlibrary loan channels.

The system staff developed and replicated eight multimedia Story Starter kits for each of the member libraries. Each kit centered on a specific theme—ABCs and 123s; Big and Little; Circus; Families; Friends; Pets; Planes, Trains, Automobiles; and Stories to Make You Smile—and contained three picture books, fingerplays, and a flannelboard story. They were packaged in Rifkin carriers (see Appendix D). The kits were intended not only for use in library storytimes, but also as resources to share with child care providers, nursery schools, Head Start programs, and other members of the early care and education community.

Wisconsin Valley Library Service

A response to the needs of staff in small libraries led the Wisconsin Valley Library Service to contract with Gloria Waity, a library youth services consultant (see Appendix

D for address), to present two full-day identical workshops titled "Reading Aloud: Its Importance to Preschool Children and the Library's Role." The workshops were scheduled in two communities selected for locations that facilitated ease of travel for the librarians in this geographically extensive system. Material presented focused on ways public libraries can provide resources for parents and educate them about the importance of reading aloud to their children. Recommended books from a workshop bibliography are included in Appendix B of this publication. The workshops also included story reading demonstrations, book displays, and discussions about program planning.

A second component of the grant was concerned with resource building. The system purchased copies of *The Read-Aloud Handbook* by Jim Trelease and *For Reading Out Loud!* by Margaret Mary Kimmel and Elizabeth Segel for member libraries that did not own them. Resource books on storytelling were added to the system headquarters' professional collection. Funding was included to improve the system's collection of storytelling props such as flannelboards and puppets. Purchases were based on recommendations from system member librarians. Availability of these materials enhanced the programs local libraries could offer young children in their overall efforts to stimulate interest in books and reading readiness.

A third component of the grant was a series of 15 identical evening programs presented by Waity at 15 system member libraries. The presentations focused on reading aloud, and while they were aimed primarily at parents of children in first grade or younger, all persons working with young children were welcome to attend. Librarians were encouraged to attend to observe presentation content and techniques so they could carry out similar programs in future years.

Kits for Librarians

Three LSCA-funded demonstration projects are described in this section. They appear alphabetically by place/system name. Each project produced a group of kits that could be used to present effective, stimulating storytimes and each offered some training for those who would use the kits. The sample content lists that accompany the entries reflect the differing amounts of detail the libraries included on the checklists they prepared to accompany their kits.

The librarians recognized that while storytimes *do not* offer formal reading instruction, they *do* offer an opportunity to interact with the presenting adult in a way that celebrates language and has a positive effect on the listening skills of the children who attend. Furthermore, storytimes can introduce a broad range of library resources to those children and their parents.

Madison

Madison Public Library staff members developed themes and content recommendations for multimedia preschool storytime kits in conjunction with a reading specialist from the city's school district. The 12 kits contained a variety of videos, puppets, and other realia in addition to books. Music and word song sheets were included along with a cassette of recorded theme-related music. The themes were

Baths
Bedtime and Sleeping
Birthdays (see example on next page)
Bugs
Chicks and Ducks
Clothing and Things to Wear
Colors
Farms
Food and Eating
Teddy Bears and Toys
Weather
Zoo Animals

Details of kit contents were listed in a brochure* titled "Discoveread...Storytime

Samplers for Pre-readers." The kits were introduced to children's services personnel from all Madison Public Library branch libraries and all libraries in the South Central Library System during inservice training sessions.

The library also made inservice training available to child care providers in cooperation with 4C's (Community Coordinated Child Care) of Dane County. The kits became models for projects in other libraries that wanted to initiate or improve service to caregivers; they are described in Chapter 4.

Birthdays Storytime Kit

Books:
- Asch. *Happy Birthday, Moon*
- Hill. *Spot's Birthday Party*
- Oxenbury. *The Birthday Party*
- Rice. *Benny Bakes a Cake*
- Robart. *The Cake That Mack Ate*
- Rylant. *Birthday Presents*
- Shannon. *The Surprise*
- Stevenson. *Barbara's Birthday*
- Wells. *Max's Birthday*
- Zolotow. *Mr. Rabbit and the Lovely Present*

Big Book:
- Asch. *Happy Birthday, Moon*

Story Aids:
- *The Cake That Mack Ate* (10 pcs. for flannelboard) plus Velcro
- Apron (1 pc.) and instructions

Video:
- *Happy Birthday, Moon*

Puppet:
- Squirrel

Songs:
- Song Sheets (2)
  - Birthday Song
  - Happy Birthday, Twos and Threes
- Cassette Tape (1)

Realia:
- Inflatable Birthday Cake (1 pc.)
- Birthday Banner (1 pc.)
- Party Hats (16 pcs.)
- Birthday Crown (1 pc.)
- Wrapped Boxes for The Surprise (to use with Squirrel puppet)

Other:
- Birthday counting puzzle (21 pcs.)
- Birthday cake sorting cards (16 pcs.)
- Idea Sheet and Evaluations

Northern Waters Library Service

With the goal of reaching the underserved 2- and 3-year-olds in the system's region and developing in them a love of reading, the Northern Waters Library Service undertook a major commitment to improve the materials available to adults who worked with those children.

In a project called Opening Library Doors to Toddlers, the system created ten theme-based storytime kits which librarians could borrow from the system headquarters to enhance their story programs. The kits were circulated in fiberboard shipping cases (see Appendix D). Each library also received a small permanent collection of books suitable for 2- and 3-year-olds and a flannelboard constructed by volunteers (see Appendix D). Child care providers also were eligible to borrow the kits, and a descriptive brochure titled "Storytime Kits for Toddlers" was mailed to every licensed day care facility in the region. (A grant to the Northern Waters Library Service that funded kits created specifically for child care providers is described in the Kits for Care Providers and Teachers section of Chapter 4.)

Each kit contained a book puppet mascot (see Appendix D), theme-related puppets, ten to 20 books, fingerplay instructions, flannelboard patterns (see Appendix D), a Big Book, one or more musical cassettes, and a rubber stamp. Kit themes included

Baths and Other Splashy Things
Bears, Bears, Bears (see example below)
Comforts of Home
Concepts
Dinosaurs and Other Big Things
Farms
Machines and Other Helpers
Mother Goose and Other Rhymes
Sesame Street and Other Friends
Wild Things and Bedtime

Bears, Bears, Bears Storytime Kit

Mascot:
- Book puppet mascot

Puppets:
- "Corduroy" stuffed animal
- Gund bear puppet

Books:
- Carlstrom. *Jesse Bear, What Will You Wear?*
- Dabcovich. *Sleepy Bear*
- Freeman. *Corduroy*
- Freeman. *Corduroy's Day*
- Kraus. *Milton the Early Riser*
- Lapp. *Blueberry Bears*
- Maris. *Are You There Bear?*
- Marshal. *Goldilocks and the Three Bears*
- McCloskey. *Blueberries for Sal*
- Stoddard. *Bedtime for Bear*

Fingerplays:
- Bears Everywhere
- Going on a Bear Hunt
- I Have a Nose

Flannelboard:
- Are You There Bear?

Big Book:
- Krauss. *Bears*
- (Teacher's Guide in 3-ring binder)

Cassette:
- *Circle Around* (Tickle Tune Typhoon)

Rubber stamp:
- Corduroy

The system sponsored two day-long workshops intended to give library personnel background in child development and ways of working with 2- and 3-year-old children in the library and in preschool settings. Interested child care providers also were invited to attend. Gloria Waity, a library youth services consultant, (see Appendix D for address) was the workshop leader.

Southwest Wisconsin Library System

Librarians from communities of varying sizes, library consultants, a school reading specialist, and staff members from Head Start and the human services departments of several counties participated in the initial planning of a reading readiness program that would improve public library storytimes and child care center activities. The system's youth services consultant and a committee of five librarians developed 24 multimedia storytime kits. The kits were pretested by librarians doing storytimes at **Argyle, Barneveld, Benton,** and **Montfort** public libraries. (Two of these libraries had not previously offered story hours.)

The system distributed a booklet describing the themes and contents of the kits to all member libraries, to Head Start teachers and the social services departments of the five counties served by the system, and to the Southwest Wisconsin Technical College in Fennimore. The kits were packaged in Rubbermaid storage totes of various sizes and housed at the system headquarters. Caregivers and teachers could reserve them at any system member library for a loan period of 14 days.

The kit themes were

ABCs
Colors
Community Helpers/ Careers
Counting
Dance
Dinosaur
Fall
Families
Farm
Friends and Feelings (see example next page)
Folk and Fairy Tales
Food
Hug-A-Book
I Am Special
Jungle
Mother Goose
Nature
Noises
Pets
Snakes
Spring
Transportation
Winter
Woodland

The Southwest Wisconsin Library System provided storytime training workshops for the staffs of all member libraries and for all interested child care providers in the five-county area. In addition to introducing the kits and techniques for using them, the workshops included presentations and discussions about reading readiness skills and how public libraries can reinforce them.

Programs for Parents

Parents are indisputably a child's first teachers. However, classes or other activities where parenting arts and skills are taught and discussed have not been widely available. Eight public library programs designed to meet at least some part of that need are described in this section. The entries are arranged in alphabetic order.

Indianhead Federated Library System

The Indianhead Federated Library System developed Beginning with Books, a multifaceted grant, in an effort to demonstrate activities that could be provided by small, rural libraries with limited funds and to encourage development of cooperative projects with local agencies within the context of promoting reading readiness. (The program built upon knowledge and interest generated in a grant carried out the preceding year, which is described in the Library Staff and Volunteer Training section of this chapter.) The ways in which Amery and Chippewa Falls public libraries participated in the Beginning with Books grant were described in the Initial Contacts with Parents section of Chapter 2. Other participating libraries and the agencies with whom they cooperated were

Barron Public Library: Rice Lake Head Start and Wee Folks House Day Care Center
Boyceville Public Library: Early Education Program, Boyceville Public Schools
Cameron Public Library: Early Education Program, Cooperative Educational Service Agency (CESA) 11
Polk County Library Federation (ten community libraries): St. Croix Valley WIC nutrition program
Price County Library Service (three community libraries): Price County WIC nutrition program

In each instance, library directors and agency directors worked with system staff members to plan and schedule effective library outreach activities. These included
• presentation by the librarian of at least one program about reading readiness for parents of the children being served by the agency (on site and/or at the library);
• use in various ways of the video *Just a Few Minutes of Your Time*, copies of which were purchased by the Indianhead system for member libraries and community agencies (see also Appendixes C and D); and
• distribution of reading readiness gift materials to the parents of children being served

Friends and Feelings

Picture Books:

Blocksma, Mary. *Apple Tree! Apple Tree!* Children's Press, 1983 (paper)
Carle, Eric. *Do You Want to Be My Friend?* Harper, 1987 (paper)
Carle, Eric. *Very Busy Spider.* Philomel, 1984
Carlson, Nancy. *Harriet's Recital.* Puffin, 1985 (paper)
Fyleman, Rose. *A Fairy Went A'Marketing.* Dutton, 1986 (paper)
Heine, Helme. *Friends.* Macmillan, 1982 (paper)
Holabird, Katharine. *Alexander and the Dragon.* Crown, 1988
Petersham, Maud, and Miska Petersham. *The Circus Baby.* Macmillan, 1950 (paper)
Testa, Fulvio. *Wolf's Favor.* Dial, 1986 (paper)
Wylie, Joanne, and David Wylie. *Have You Hugged Your Monster Today?* Children's Press, 1984

Audiovisuals:

Video - *Felix the Funny Fox.* Film Ideas (10 minutes) (has public performance rights)
Filmstrip - *George and Martha: One Fine Day.* American School (8 minutes) (filmstrip, cassette, guide)
Filmstrip - *The Lion and the Rat.* Weston Woods (3 minutes) (also includes *The Hare and the Tortoise*)
Cassette - *Mr. Al Sings Friends and Feelings.* Educational Record (cassette, guide)
Cassette - *I'm Just Happy to Be Me.* Educational Records (cassette, lyrics)

Props:

Puzzle - "Big Bird and Friend." World of Variety (small wooden puzzle with 13 pieces)
Flannelboard Story - "Why the Evergreen Trees Never Lose Their Leaves." Judy Instructo (14 pieces and guide)
Coloring Mat - Circus theme wipe-off coloring mat for group cooperation. World of Variety
Cookie Cutter - Smiling Face. World of Variety
Bulletin Board Set - "Manners and More." Wise Owl (7 pieces and instruction guide)
Prop Story - "If You Give a Moose a Muffin." Contents - *If You Give a Moose a Muffin* by Laura Numeroff, Harper, 1991; moose puppet (Folkmanis); baby sweater, jam jar, 4 muffins, sock puppet, paint box, cardboard with drawing, rope, 2 clothes pins, spool of thread, empty plastic soap bottle, pillow.

Resource Material:

Kidstuff, "Friends," Vol. 3, No. 7
Let's Learn about Getting Along with Others by Jeri Carroll (Good Apple, 1988) (paper)
Sesame Street Magazine, "Friends for All Seasons," October 1991

by the agency—pamphlets from the International Reading Association, lists prepared by system staff members of recommended books for very young children, a board book, and a flyer encouraging parents to register for a library card.

Lake Geneva

The Lake Geneva Public Library designed an eight-week series of classes for parents of preschool children called The Parent Role. The program was created in response to observations of children's behavior at the library and to discussions with public school personnel that revealed a growing disparity of school preparedness among children entering kindergarten. An elementary school counselor and a reading specialist from the school district, a preschool teacher, and a psychologist assisted in program planning. Informational flyers were distributed at the library and through social service agencies, a counselling center, preschools, and elementary schools.

Extensive book displays and free handouts were provided at each of the eight hour-long class sessions. The handouts dealt not only with books, but also with issues such as choosing safe toys and making child care decisions. The emphasis throughout the program was on how preschool home experiences prepare a child for a good relationship with school. The library's children's librarian, a reading specialist, and a preschool teacher led the first four sessions. Discussions centered on perception games for toddlers through age 5; books, songs, and games with an emphasis on household objects; reading aloud for all ages; and storytelling, family tales, and family heritage. All participating parents received a copy of Jim Trelease's *Read-Aloud Handbook*.

A school counsellor and a psychologist led the second four sessions, which combined attention to child development patterns with reading-related activities. Discussion topics included enriching the family environment, establishing traditions, establishing structure and rules, taking responsibility, providing encouragement, and learning independence.

In commenting on plans for future repetitions of the series, library staff members recommended reducing the total number of class sessions and holding the classes away from the library at locations where parents of children at risk would be more likely to attend.

Milwaukee

As described in Chapter 2, parents of newborns were one target audience for Right from the Start workshops held at the **Capitol Branch Library** and **East Branch Library** of the Milwaukee Public Library. The program's other target audience was 2-year-old children and their parents. The libraries offered a series of four 20-minute toddler storytimes conducted by children's librarians and consisting of stories, fingerplays, and other appropriate activities. Parents accompanied the children to these storytimes. To provide additional background, the libraries invited the parents to an hour-long introductory workshop in advance of the storytimes. There, a guest consultant spoke on early childhood development and reading readiness skills. The libraries provided appropriate packets of library information and free brochures on child development from other sources for all participating parents.

Portage County

Informative workshops for parents were the centerpiece of a multifaceted outreach program in Portage County. Portage County Public Library staff members developed it in consultation with school district reading specialists, school librarians, parents, the Portage County Child Care Association, and staff members from the county's CAP (Community Action Program) services, public health department, human services department, and WIC (Women, Infants, and Children) nutrition project. Workshops for parents were held at WIC clinics, with Head Start parents, and at branch libraries in **Almond, Bancroft, Plover,** and **Rosholt**. Establishing storytimes for children at the WIC sites also was a component of the grant. The library actively publicized the

workshops through groups such as those listed above and through mailings to churches and schools. It also produced news releases for the media and handouts for distribution at all library facilities.

To reinforce presentations on the importance of reading in the home, library staff prepared family activity booklets for distribution at the workshops. They included fingerplays, paper puppet patterns, and simple craft suggestions such as finger painting and making home-made play dough. The video *Drop Everything and Read* was shown (see Appendix C). Discussions about stimulating reading readiness in very young children called attention to special, circulating collections of children's materials and parenting books made possible with grant funds. The collections were housed at the four branch libraries. The "child collections" included picture books, board books, activity worksheets, a flannelboard and story, a board game, an audiocassette, and puppets. The "parent collections" included books about child development, crafts and activities, and recommended children's books. Each branch received a subscription to *Totline Newsletter* and either reading readiness software or an electronic word game.

In the following year, a grant from the LSCA category for service to populations with special needs allowed the library to carry on extended work with Head Start and WIC children and their parents. It funded library personnel who provided bimonthly story hours in Head Start classrooms and a deposit collection of books, cassettes, and toys for each facility. It helped increase story hours at five rural WIC sites to regular sessions two to four times per month. Library staff members encouraged active involvement of the parents so that they could become more effective in helping their children with reading readiness skills and held a workshop at the library for Head Start parents to introduce various resources. Working through community agencies, the library also was able to invite other low-income families and participants in the high school's teen parent program to the workshops. The library provided storytimes for children concurrent with the workshops.

South Central Library System

With the goal of educating parents about the benefits of reading aloud to young children, the South Central Library System contracted with Gloria Waity, an independent library youth services consultant (see Appendix D for address) to give presentations at 20 member libraries. The system publicized these events through news releases to local newspapers and school newsletters, ads in area shoppers' guides, and public service announcements on radio and television stations. To serve the needs of parents who would bring children along to the program, a storyteller was provided for children ages 3 through 5 and child care provided for younger children. The system provided copies of an International Reading Association brochure for distribution at the programs and prepared two bibliographies★, "Family Reading: Books to Enjoy with Preschool Children" and "Family Reading: MORE Books to Enjoy with Preschool Children." Recommended titles on those lists ranged from *I Feel: A Picture Book of Emotions* by George Ancona to *Chicken Little* by Steven Kellogg to *The Great Big Enormous Turnip* by Alexei Tolstoy to *Harry the Dirty Dog* by Gene Zion. Copies of Jim Trelease's *Read-Aloud Handbook* and *What Works: Research about Teaching and Learning* from the U.S. Department of Education were provided for the collection of each participating library.

Building on the experience gained in the original series of 20 programs, the following year the system designed an outreach program aimed at parents of preschoolers who were not library users and scheduled presentations at sites more familiar and accessible than libraries. Five **Madison** sites were selected and Gloria Waity, as the contracted consultant, worked with representatives at each site to develop appropriate materials and presentations that would involve the young children who accompanied their parent. The sites included three low-income housing developments and the facilities of two social service agencies. The system provided handouts similar to the

previous year's and small deposit collections of picture books, board books, and wordless books for each site. The handout sheets included "Spread the Joy of Reading" (Wisconsin State Reading Association, which is reprinted in Chapter 1), "Treat TV with T.L.C."* (Action for Children's Television, 46 Austin Street, Newtonville, MA 02160), "Choosing a Child's Book"* (adapted from The Children's Book Council, 568 Broadway, Suite 404, New York, NY 10012), and "Finding Time to Read Aloud"* (prepared by Gloria Waity). The system viewed this effort as a first step in creating ongoing cooperative relationships with groups serving economically disadvantaged populations.

Westfield

The Ethel Everhard Memorial Library in Westfield designed its Read from the Start program to encourage rewarding parent/child interactions through reading. Staff members planned the project in consultation with county nurses and guidance offices, a home economist and early childhood specialist from the University of Wisconsin-Extension, a kindergarten teacher, and the school district's administrative offices. Grant funds served to create an expanded collection of print and nonprint materials—for both adults and children—related to reading readiness. Library staff members gave on-site programs for parents at the county WIC (Women, Infants, and Children) nutrition program, the county immunization clinic, and county guidance clinic. They introduced the library's newly acquired reading readiness materials at these presentations. They left a number of books at each agency, and it was possible for parents to check them out there. Informal visits were made by library staff to these agencies for several months after the original presentations to reinforce awareness of the library. Parents and children from the Westfield Preschool, located in the same building as the library, had continuing opportunities to explore the new materials.

A reading readiness program at the library was directed at the community as a whole. Staff members provided a display of resource materials and an informational presentation. Dennis Hockerman, a Westfield area native who is a children's book illustrator, added personal perspectives as the guest speaker.

The Read from the Start program made use of the reading readiness promotional flyer "Read to the New Generation" printed by the Winnefox Library System. (The version of this flyer used by the Caesteker Public Library in Green Lake was mentioned in Chapter 1.) Library staff members created two bookmarks recommending books for infants and for toddlers, which were used at the various parent programs and distributed at the library. The Winnefox printing facility produced the bookmarks. They were intended as aids for making book selection easier for parents who were just starting to read to their child. Each listed 30 titles. Among the books on the infant list were *Where's Spot?, My Eating Book,* and *Grandpa and Me.* The toddler list included favorites such as *Max's Ride, Corduroy's Day,* and *Big Bird's Color Game.*.

Kits for Parent and Child

This section describes four projects that revolved primarily around interactive kits that parents could check out at the library and use at home with their young children. Librarians designed the kits to stimulate a child's awareness of books and to strengthen reading readiness skills such as motor coordination, listening habits, and language familiarity. The projects are listed alphabetically by library location. The sample lists of kit content reflect the differing amounts of detail the libraries included on the checklists they prepared to accompany their kits.

Germantown

Ongoing outreach in the Duerrwaechter Memorial Library's Hour-A-Day program,

first described in Chapter 2, was funded through LSCA grants and included mailing follow-up birthday cards* to 2- and 3-year-olds previously enrolled in the program. The library also produced a flyer* that encouraged parents to sign up preschool children at any age. The message to 2-year-olds read:

> Did you know that your Library has whole bags full of fun that are just right for 2-year-olds? We are glad that you are two and learning how to love books. Come in with your parents and check out an Hour-A-Day Bag. In each bag you will find books, a game, a puzzle, and a cassette. We hope you will try every bag and let us know which one you like the best.

The Hour-a-Day bags mentioned in the message were created around the following themes:

Alphabet
Animals
Animals - In the Woods
Animals - In the Yard
Animals - In the Zoo
Animals - On the Farm
Baby
Baby's World
Bedtime
Busy Morning
Cars, Boats, Trains, and Planes
Circus
Cleaning House
Colors
Colors & Shapes
Counting (see example next page)
Daycare
Dentist
Dinosaurs
Doctor
Dressing
Family
Farm
Fix It
Happy Birthday
Holiday - Christmas
Holiday - Easter
Holiday - Halloween
Holiday - Thanksgiving
Holiday - Valentine
In the Garden
Let's Go
Manners
Mother Goose
New Baby
Nursery Rhymes
Open/Shut
People Around Town
Play
Playground
Put It On/Take It Off - Boy
Put It On/Take It Off - Girl
School
Seasons
Security (see example next page)
Senses
Shapes
Sharing
Sounds
Toilet Training - Boy
Toilet Training - Girl

Each bag included a contents sheet with specific information about the cost of each item and number of pieces. Black and white pictures of the puzzle and game were printed on the page. (See Appendix D for sources of nonbook materials.) The following statement appeared on each sheet:

> HOUR-A-DAY bags were purchased with funds from an LSCA grant to promote reading readiness in the Germantown area. They are for 2- and 3-year-olds and designed to be used by parent and child together. Check-out is for one week. The bags must be returned intact; repackaged. A cassette player is available for use with this bag. Inquire at the desk.

The message on the birthday card for 3-year-olds read:

> We have a special Fingerplay book for YOU at the Library. If you will come to the Library and tell us that you are three years old now, we will give it to you. Come and see us soon.

Library staff members created the 20-page fingerplay collection*. It contained the words and action instructions for 27 fingerplays and action songs. Its introduction encouraged parents and children to ask the librarian for help in learning them or in finding books with more fingerplays and games.

Counting - Age level 2

Books:

Bang, Molly. *Ten, Nine, Eight.* Greenwillow, 1983. unp. ISBN 068800990?7 $11.88

LeSieg, Theo. *Ten Apples Up on Top.* Random, 1961. 59p. $6.99

Cassette & Book:

Wadsworth, Olive. *Over in the Meadow.* Scholastic, 1971. Book unp. $5.95

Puzzle:

Both Hands (2 knobbed puzzles, numbers 1 to 10 marked on fingers of 1 hands) 12 pcs. ABC #330-450-71. $18

Game:

Number Caterpiller (wood blocks stuck together with Velcro) 11 pcs. ABC #30232171. $12

Security - Age level 3

Books:

O'Brien, Anne Sibley. *I Don't Want to Go.* Holt, 1986. unp. ISBN 0805000518 $3.95

Wells, Rosemary. *Max's Bedtime.* Dial, 1985. unp. ISBN 0803701608 $3.50

Cassette & Book:

Eastmen, P.D. *Are You My Mother?* Random, 1960. Book 64p. ISBN 039488325X $5.95

Puzzle:

Moods (faces reflect various moods) 5 pcs. ABC #480-301-71. $5.95

Game:

Familiar People (fit-in board with non-stereotyped cross-section of society, with bases for dramatic play) 18 pcs. & 20 stands. ABC #336-250-72. $9.95

Hillsboro

An increase in community expectations for library services stimulated creation of Discovering Together reading readiness kits. Hillsboro Public Library staff members developed the kits in consultation with parents and teachers.

They prepared ten theme-based kits for parents and young children to use together. Each kit was packaged in a tote bag and contained approximately four books, an audiocassette, a puppet or stuffed animal toy, and a game. They also developed five kits addressing the needs of parents. Four of these were devoted to specific age groups; one focused on reading handicaps and solutions. In addition, they assembled five kits addressing the needs of child care providers and containing reading readiness materials aimed at group activities. These kits contained a mix of concept, picture, and nonfiction books; audiocassettes and videos; fingerplays; cut-and-tell, fold-and-tell, and paper-folding stories; puppets; and puzzles.

The grant also helped the library purchase approximately 100 picture books and easy readers for the general circulating collection. Information about all new resources was presented at meetings of civic organizations.

Iola

The Iola Village Library created multimedia reading readiness kits called Bear Facts Kits in response to rapidly rising demands for library services. The Iola project centered on ten parent/child interactive kits and six kits for use in child care centers and preschools. As a way of making the community aware of the new resources, library staff used them in two series of library storytimes. One series, Sleepy Bear Story Hour, was scheduled in the evening to meet the needs of working parents. The other series was called Teddy Visits the Nursing Home and was an intergenerational storytime at the local nursing home. Library staff members also gave presentations about the kits at meetings of community organizations.

Parent/child kits were packaged in open mesh drawstring bags with nylon bottoms (see Appendix D) and contained board, concept, and picture books; games; coloring sheets; and floor puzzles. Their titles were

Hello, Teddy
Let's Color, Teddy
Teddy's Shapes and Sizes (see example below)
Teddy's First Time
Teddy Counts
Teddy Says the ABCs
What's That Teddy
Hurry Up, Teddy!
Teddy from Head to Toe
My Friend, Teddy

Kits for group use were built around Transportation, Food, Holiday and Seasons, Cooperation, ABCs, and Animals. They contained Big Books and conventional books, floor puzzles, flannelboard stories, and puppets or stuffed animals. They were packaged in durable zippered art portfolios (see Appendix D).

The library also produced five kits devoted to parenting information. Four were organized by age: newborns to 1-year-olds, 1- and 2-year-olds, 3- and 4-year olds, 5-year-olds; the fifth was called Parents' Questions. The 1- to 2-year-olds kit, for example, included the videos *Learning about the World* and *It's Potty Time* and such books as *Things to Do with Toddlers and Twos* by Karen Miller and *Active Learning for Ones* by Debby Cryer.

Teddy's Shapes and Sizes

Board Books:
- *Opposites* by Sandra Boynton
- *Big and Little*, Ladybird Books
- *Circles*, Compass Productions
- *Squares*, Compass Productions
- *Triangles*, Compass Productions

Concept Books:
- *Is It Dark? Is It Light?* by Mary Lankford
- *My First Look at Opposites*, Random House
- *My First Look at Shapes*, Random House
- *My First Look at Sizes*, Random House

Game:
- Shape matching game (board and 12 pieces to match) [Note: See Appendix D for information on games that can be made by volunteers]

Floor Puzzle:
- Shapes & Sizes (2 feet by 3 feet puzzle; 24 pcs.)

Coloring Sheet for you to keep [Note: These were made from activity master sheets included in *World Book Early World of Learning*]

Polk County

Having identified a lack of service directed at children younger than age 4, the Polk County Library Federation designed a demonstration project that created 20 identical parent/child interactive kits. The project's purpose was to develop materials for loan that would enhance the foundation of learning skills already being encouraged by parents and other caregivers. Federation staff members saw the Help Me Grow kits as a way to stimulate a natural progression of library use by all ages. They consulted with county social services personnel, a University of Wisconsin-Extension home economist, a public school reading specialist, child care center directors, nursery school teachers, public librarians, and parents in determining what materials would be included in the kits.

Each Help Me Grow kit contained a variety of books, puzzles, toys, games, and records; they are listed on the following page. The kits were packaged in large canvas bags and circulated through the federation's ten member libraries. A user's manual circulated with each kit; it contained information about library services in the county, recommended additional picturebook and read-aloud titles, listed simple art activities and resource books, and offered general tips on child development. It called attention to a variety of relevant pamphlets available free or at little cost from the University of Wisconsin-Extension. The federation staff designed an evaluation form to accompany the kits. It asked for the ages of children with whom the kit had been shared, opinions on kit content, and how the borrower had heard about the kits.

The Polk County Library Federation introduced the Help Me Grow kits at its annual "media browse" event for school and public librarians, child care providers, preschool teachers, and the general public. They used the kits in county Homemakers groups workshops, displayed and discussed them at the county's WIC (Women, Infants, and Children) nutrition site, demonstrated them at a senior citizens center, showed them at special rural summer reading program sites, and exhibited them at community health fairs and business/industry fairs. They distributed a flyer• describing the kits and offering general encouragement about reading aloud at libraries and through four hospitals, eight clinics, and the county social services department.

Collection and Service Enrichment

Grants with a central focus on enlarging and improving collections are described in this section. They reflect judgements, by local libraries and library systems, on the crucial need for more and better books and non-print materials in order to serve young children and their parents well. Grants that allowed libraries to expand program services to preschoolers and their parents also are included in this section. In all cases, programming and materials selection was done with an eye toward stimulating reading readiness. The descriptions are in alphabetic order by place/system name.

Appendixes C and D of this guide complement this section. The information about recommended sources for nonbook materials in Appendix D may be of particular interest. The source list titled Toys, Puzzles, Games, and Musical Instruments includes notes on suppliers of toys for children with special needs.

Delafield

Delafield Public Library's design to promote reading readiness among 2- and 3-year-olds was based on adding print and non-print materials to the library collection and on providing programs for parents and children together. Grant funds helped purchase • 440 board, concept, and picture books chosen to stimulate verbal skills and to encourage exploration of interests

Help Me Grow! A Parent-Toddler Book Kit

Stuffed Toy:
- Spot (the Eric Hill character)

Board Books:
- Fujikawa, Gyo. *Here I Am*
- Fujikawa, Gyo. *Sleepy Time*
- Hill, Eric. *Spot at Play*
- Hooker, Yvonne. *The Little Green Caterpillar*
- Oxenbury, Helen. *Clap Hands*
- Oxenbury, Helen. *Dressing*
- Seiden, Art. *Counting Rhymes*
- Wright, Blanche F. *The Real Mother Goose*

Colors, Numbers, and Wheels:
- Crews, Donald. *Freight Train*
- Hoban, Tana. *26 Letters and 99 Cents*
- Hooker, Yvonne. *The Little Green Caterpillar*
- Seiden, Art. *Counting Rhymes*

Records:
- *Baby Games*
- *Diaper Gym*
- *Touch, Teach, and Hug a Toddler*
- *Toddlers on Parade*
- *Singable Nursery Rhymes*

Lift the Flap Books:
- Hill, Eric. *Spot Goes to School*
- Hill, Eric. *Where's Spot?*

Wordless Read-Aloud:
- Spier, Peter. *Rain*

Most-loved Read-Alouds:
- Brown, Marc. *Hand Rhymes*
- Chorao, Kay. *Baby's Story Book*
- Prelutsky, Jack. *Read-Aloud Rhymes For the Very Young*

Reading Fun:
- Kraus, Robert. *Milton the Early Riser*
- Mayer, Mercer. *There's an Alligator Under My Bed*
- Numeroff, Laura J. *If You Give a Mouse a Cookie*
- Van der Beek, Deborah. *Superbabe*
- Westcott, Nadine B. *Down by the Bay*
- Yolen, Jane. *Owl Moon*

Realia and Books:
- Rhythm Sticks (4); Cluster Bells (2)
- *My Play a Tune Book* (electronic keyboard enclosed in the book)
- Warren, Jean. *Piggyback Songs*

Puzzles:
- Counting Hands (Lift the knobs; find and match the corresponding dots for each number)
- Jason (A self-concept puzzle; pick up each puzzle piece to reveal body part names)
- Vehicles (A peek-a-puzzle; surprise under each piece helps match ideas and shapes)

Games and Toys:
- Lacing Pads (8 pads—3" by 5"—with laces develop eye-hand coordination and fine motor skills)
- Feel and Match Textures (A perception game; 8 different surface textures on 16 circles)
- Geo Tower (Differentiate circles, triangles, and squares and practice manual dexterity skills)
- Memory Game (A game for visual recall)
- Alphabet Easel (Letters flip to reveal an object beginning with the letter)
- *My Quiet Book* (Activities for quiet times shown in a soft cloth book)
- Dressy Bessy (Doll teaches basic dressing skills with working snaps, buttons, zippers, etc.)
- Fruits and Vegetables (5 each of realistically colored vegetables and fruit)

- 15 turn-the-page book/cassette sets to encourage independence with books
- 10 cassettes to enrich music and language experiences
- 12 educational toys to develop sequencing skills
- 12 videos to reinforce storytime themes
- 15 books about programming, storytelling, and developmental interests of 2- and 3-year-olds
- 10 Big Books for use in storytimes
- 2 sets of generic people puppets to add variety to storytimes
- 1 Velcro story apron to use with flannelboard stories in storytimes

The library scheduled two workshops. One was for parents, preschool teachers, and child care providers. It was led by an early education specialist who discussed sharing books with children. The other was for parents and children and was presented by a musician who demonstrated fun with language and sound.

The library held 12 lap-sit storytimes for 2- and 3-year olds and their parents. The events were built around the themes of bears, cats, colors, farms, and transportation. Take-home sheets for each storytime included theme-related books and activities such as fingerplays, songs, and poems.

Kenosha

With LSCA funding from the category designated for persons with special needs, Kenosha Public Library staff members developed a circulating collection of 100 durable, educational toys designed to aid in children's mental and physical development. The toys circulated from the **West Branch Library** and the **Silver Lake Community Library**. Low-income, high-unemployment families in both urban Kenosha and rural areas of Kenosha County were the targeted audience. Library staff members viewed the new service as a way to attract young children and their parents who were educationally and economically disadvantaged and who were not active library users. The grant application stated:

> Children progress through three stages of development: 1) concrete, 2) schematic, 3) symbolic. To absorb information at the concrete level, the child must be able to actually touch, handle, and manipulate the real object, such as a ball. To absorb information at the schematic level, the child must be able to interpret the picture of a ball by seeing the picture. And, finally, to absorb information about a ball at the symbolic level, the child must be able to intellectually put the symbols (letters) together to form the word b-a-l-l, and to read the word and interpret that word to mean the real object. Because children progress through these three stages, toys that the child can handle and manipulate aid in the developmental sequence toward the goal of reading. Such toys are expensive and therefore frequently not available to socio-economically disadvantaged children.

In planning the project, library staff consulted with Head Start personnel, a University of Wisconsin-Extension home economist, early childhood educators, a school district Chapter 1 curriculum consultant, a Chapter 1 parent representative, the city's health services coordinator, and a child care center director. In addition to the toys that were purchased, the project benefitted from a donation of toys and games from Western Publishing Company of Racine. A local child care center transferred a collection of toys to the library project; these included Montessori cylinders, an autoharp, and puppets.

The project administrator worked with the library's cataloging department to assign numbers to the toys and to standardize names and descriptions. A volunteer sewed fabric bags in which the toys circulated. Six catalogs with photographs of all the toys

were prepared, one for each library agency in the county.

To stimulate awareness of the toys available for loan, library staff members conducted workshops for Chapter 1 parents and staff members, for the School Age Mothers' Program, for preschool teachers, for Head Start parents, and for the Migrant Bilingual Parent Advisory Council.

Manitowoc

Among reading readiness skills are well-developed eye-and-hand coordination; competent manipulation involving both large and small muscle groups; ability to distinguish color, size, and shape differences in objects; understanding of spatial concepts such as up/down, above/under, and front/back; and mastery of perceptual skills such as whole/part and cause/effect. To promote all such skills, the Manitowoc Public Library established a circulating collection of approximately 250 high-quality, educational toys. The children's services staff selected playthings such as wooden, soft, and magnetic blocks; nesting, pounding, and pull toys; wooden cars, trains, trucks, boats, and puzzles; and geometric peg boards. Battery-operated Speak-and-Spell and Speak-and-Math toys also were included. Most of the toys were purchased locally. They were stored in lidded containers (Rubbermaid and similar products) and plastic bags and were displayed on attractive shelves in the Youth Services Room. Youth services staff members cataloged and processed the materials and took care of any necessary cleaning when toys were returned. The toys circulated through regular circulation operations.

Manitowoc-Calumet Library System

A grant to the Manitowoc-Calumet Library System focused on the reading readiness skills of rural children served by the system's special, six-week Story Wagon summer outreach program. The system's delivery van also served as the Story Wagon in visits to 13 rural sites each week in June and July where library programs were presented and books circulated from the special Story Wagon collection. Previous to receiving reading readiness grant funds, the Story Wagon was targeted at children in kindergarten through grade 6. The grant helped expand the collection to include cloth, board, picture, and concept books suitable for toddlers and preschoolers. The system purchased a total of 870 books, including multiple copies of 145 separate titles.

The grant also funded purchase of 39 Cleary Connection read-aloud totes (see Appendix D) for circulation to parents at the Story Wagon stops. The totes included booklists, *Children Need Books* (audiocassette), and *On the Wings of Books* (video). At the end of the summer program the totes were placed in the system's six member libraries for year-round use.

To publicize the new materials and to inform rural parents about reading readiness concepts and read-aloud techniques, the system presented programs for parents in nine area communities—either at a Story Wagon school building stop or at the community's public library. These were scheduled in spring before the Story Wagon's season began. A reading specialist from a local school district was hired to prepare and present the programs. System staff members provided a book display and described Story Wagon service with emphasis on the newly purchased materials.

Two workshops for staff of system member libraries extended the reading readiness spotlight. They were led by youth services specialists Marge Loch-Waters, Elisha D. Smith Public Library, Menasha, and Rob Reid, L.E. Phillips Memorial Library, Eau Claire.

Marathon County

Marathon County Public Library developed storytimes for 2-year-olds as a new program offering at its **Wausau** headquarters in recognition of the different needs this age group had in comparison to the 3- to 5-year-olds already being served through the library's preschool story programs. Grant funds were used to hire a coordinator to plan, publicize, and carry out the storytimes and to do research on materials that should be added to the collection in support of the new service.

Tales for Twos was a six-week series of 20-minute programs incorporating stories, fingerplays, songs, puppets, flannelboard stories, and videos. The series was presented twice, in fall and in spring. Staff members viewed this early reading-related experience as an intimate one and limited the group to 12 toddlers (24- to 36-month-olds) and their parents (or other caregivers). They required parents to register in advance and presented an evening orientation session for parents a week before the morning storytime sessions began. At the parent orientation, staff members introduced library resources about selecting children's books and led a discussion about the values of reading aloud to young children. Staff members produced a "Tales for Twos"* bibliography of recommended books for toddlers that was distributed at these sessions and at all library outlets. The list reflected the expanded collection of materials for this age group made possible through the grant funds.

Northern Waters Library Service

For 16 system member libraries in small rural communities, a 1988 Northern Waters Library Service grant meant expanded collections of books recommended for parents to read to young children and books about parenting. Grant funds also provided sturdy wooden puzzles for in-library use. The participating libraries made selection decisions about new books based on their specific collection needs. The system office ordered the materials, but individual libraries did their own cataloging and processing.

The system printed information about these books in a browsing catalog titled "Bringing Up Baby with Books"*. Descriptive annotations were given for all books. The catalog was arranged in sections: All Time Favorites; Ideal for Infants; Mother Goose and Other Rhymes, Verse, and Songs; Wordless Picture Books; ABC, 123, and Colors; Toddler's and Sturdy Books; Really Good Readalouds; Families and Friends; Vroom, Boom, Crash, and Smash; Folk and Fairy Tales; Celebrations and Holidays; Animals and Other Growing Things; Unique and Wonderful; Learning about Life; Easy Readers; Sleepy Time Stories; and Useful for Parents and Other Caregivers. The catalog also contained information about family service resources in the area such as child care centers, county social service departments, clinics, and food pantries. Free copies of the catalog were distributed through local libraries, hospitals, and child care centers.

A second component of the grant was to schedule showings of the Jim Trelease rental film *Reading Aloud: Motivating Children to Make Books into Friends Not Enemies* (see Appendix D) at the 16 participating libraries. These presentations were aimed at parents of young children and also served as events where the library's new materials and "Bringing Up Baby with Books" could be introduced. Because of low attendance figures in some communities, the project administrator commented that use of pre-existing community audiences such as a parent-teacher organization or a child care center parent group might have been a better way of sharing the film.

With a subsequent grant in 1990, the Northern Waters Library Service concentrated on facilitating closer cooperation between local libraries and the child care facilities in their communities. Sixteen participating libraries and the system's bookmobile each received 60 picture books to supplement their existing collections and they agreed to

make contact with the child care centers in their areas with information about the new materials. With the wider selection of picture books, child care providers and preschool personnel could enhance their storytime activities and improve the active listening skills of preschool children.

Librarians selected the new picture books for their respective collections from a list of titles prepared by system staff members. The system placed a combined order for all the books and specified the heavy Econoclad binding for increased durability. Individual libraries handled cataloging and processing once their materials arrived.

The system provided a sample news release about the collection enrichment grant for use in each community. The system also provided multiple copies of a flyer* called "Read Together" for each participating library, and they, in turn, made the flyers available to child care centers for distribution to parents. (The text of the flyer was later used by the Caestecker Public Library in Green Lake in its program described in Chapter 1 of this guide.) The flyer contained hints on reading such as

- establish a routine of reading at certain times
- read a variety of things
- write stories as your child dictates, then share the story with others
- set an example; make sure your children see you reading
- give books for birthday presents
- set up your home for reading; make the bookshelf an important part of your child's world
- infants and 1-year-olds love books with big, bright pictures of familiar objects—give them different shapes to see and feel and different sounds to hear
- 2- and 3-year-olds love nursery rhymes; read and recite together—play guessing games with your favorite books; alphabet and counting books are naturals
- 3- and 4-year-olds love stories of fantasy and fact that can be read in one sitting

The flyer's introductory text read, in part:

> In an age of television and computers many of us often forget how important reading can be. If we are lucky, we have childhood memories of stories read to us long before we went to school. Having someone read aloud to us stretched our imagination and introduced us to a world far beyond our home. There is important evidence suggesting that reading aloud, beginning in infancy, develops children's language, attention span, imagination, and their interest in books. Daily storytime helps children to learn and allows adults to play a primary part in developing children's curiosity and a lifelong love of reading.

Additional related projects carried out by the Northern Waters Library Service are described in the sections called Kits for Care Providers and Teachers and Kits for Parents in Chapter 4.

Platteville

Expanding the library's collection of reading readiness materials in all formats and educating parents and other caregivers about reading readiness skills were the cornerstones of a Platteville Public Library demonstration grant. Staff members distributed a comprehensive bibliography of the materials purchased with grant funds at the library and through child care centers, elementary schools, businesses, and churches. Examples of the materials purchased were

- Videos: *Clifford's Fun with Shapes, Hap Palmer's Babysongs,* and *Sesame Street Play-Along Games and Songs*
- Book/cassette kits: *Disney's Counting Fun, Richard Scarry's Find Your ABC's,* and *Sesame Street Numbers*
- Audiocassettes: *Chocolate Choo Choo, Everything Grows,* and *Music for Very Little People*

• Print resources for parents and other adults: *Everyday Circle Time* by Liz Wilmes, *London Bridge Learning Games* by Eunice Magos, *Learning My Colors* by Diana Sullivan, and *Year 'Round Activities for Two-Year-Old Children* by Anthony and Kathleen Coletta

The staff also developed interactive learning game kits for adults and children. Some were made available for borrowing, others were intended for in-library use. Information about them was included in the bibliography. The kits contained such materials as lacing toys, zoo dominos, a front-and-back memory game, a color match game, jumbo alphabet blocks, sequencing beads, counting games, an animal sounds cassette, and sort-and-stack shape disks.

As part of the grant's educational focus, the library produced an informative flyer defining reading readiness skills and emphasizing the parental role in fostering those skills. (An adaptation of the flyer's text appears in Chapter 1.) The school district's reading specialist gave a presentation for parents and other caregivers. Both of these grant elements were publicized at the library and through the same community agencies as the bibliography.

St. Croix Falls

The I Can Read project at the St. Croix Falls Public Library concentrated on collection improvement. Staff and board members were keenly aware of the library's struggle to meet the needs of parents of infants and toddlers, child care providers, home-schooling parents and children, and preschool and primary-grade children interested in books and reading.

Funds from an LSCA grant underwrote purchase of 30 board books, 30 picture books, 12 Big Books, 35 easy readers and 25 chapter books for beginning readers, 25 book/cassette sets for various interest levels, and two circulating tape players. Many of the new materials were used to enrich preschool storytimes. All were promoted through open houses during Children's Book Week and National Library Week and in newspaper articles.

Waukesha

The Waukesha Public Library targeted children with developmental disabilities and their parents in a project that incorporated a core collection of toys and instructional aids for children and a core collection of books and periodicals for parents. Grant funds—from the LSCA category designated for persons with special needs—also provided a collection of special equipment intended to ensure a comfortable, welcoming environment that would allow the children to take part in normal library activities. The director of a child care center serving children with special needs, a parent of two children with disabilities, and an early education staff member from the school district served as advisors for the project.

Bearing in mind the capabilities and needs of children with various disabilities, the library purchased more than 230 toys. Many were of a nature to help develop reading readiness skills. Included were geometric form boards, dressing dolls, wooden puzzles, formographs, magnetic blocks, and infant exercise bars. Staff members prepared a catalog featuring photographs of the toys, and they barcoded the toys for circulation. The toys were stored in drawstring fabric bags sewn by staff members.

An open house was held to introduce the new materials to the community at large, and providers of services to persons with disabilities were specifically invited. The library distributed a brochure that called attention to the toys, building accessibility and appropriate furnishings, and resource materials for parents.

WORKING WITH PRESCHOOLERS Chapter 4

Providing Services for Children Ages 3 through 5 Years, Their Parents, Other Care Providers, and Teachers

Introduction
Programs for Care Providers and Teachers
Kits for Care Providers and Teachers
Deposit Collections
Programs for Parents
Kits for Parent and Child
Collection and Service Enhancement

"As preschoolers grow, they still need closeness and cuddling. Reading times help parents and children stay close. ... While books offer security, they also help children grow. One way is by challenging them to grow in language and thinking skills. Preschoolers have longer attention spans than toddlers. They can listen longer. They can follow a longer, more complicated plot."

—Read for Joy!

"Picture books can be read easily to a family of children widely separated in age."

—The New Read-Aloud Handbook

Introduction

Public librarians are keenly aware of the large numbers of preschool children who spend many hours each week in child care facilities and preschool programs such as Head Start. They also are aware of parental desires to provide healthy and stimulating experiences for their youngsters. The LSCA-funded projects described in this chapter were designed to make high-quality, developmentally appropriate resources of all kinds available to these children. Materials marked with a star (*) are included in sampler notebooks (see page 4).

Programs for Care Providers and Teachers

Four instructional programs specifically developed to benefit child care providers, nursery school staff members, and Head Start teachers are described in this section and appear alphabetically by place name. Child care providers were invited to many of the programs for parents and for library staff discussed in Chapter 3 and later in this chapter. Child care providers and their young charges often benefitted from the kits and collections outlined in Chapter 3 and later in this chapter. Information about the regulation of child care providers in Wisconsin is included in the glossary.

Three related programs with potential for nationwide impact are noted below. All reinforce philosophies underlying the reading readiness projects described in this guide and could become facets of library programming for the early care and education community.

- The goal of the Sesame Street Preschool Educational Program (PEP) is to help stimulate the natural curiosity of children ages 2 through 5 to help prepare them for school. To that end, PEP offers materials and training for caregivers. A comprehensive handbook is available, and people who have participated in the training receive a weekly newsletter. The three interrelated components of the program are viewing the *Sesame Street* television program with children, reading with children, and doing age-appropriate activities. Cooperation with local public libraries is strongly emphasized. Wisconsin Public Television actively participates in the training of care providers. For more detailed information, contact Wisconsin Public Television Community Outreach, 821 University Avenue, Madison, WI 53706-1412; (608) 263-9295; fax (608) 263-1952.
- Mister Rogers' Neighborhood Child Care Partnership is designed to help child care providers incorporate the *Mister Rogers' Neighborhood* television program into their schedule and plan activities based on its developmental and educational themes. Available materials include *Mister Rogers' Plan and Play Book*, containing more than 600 developmentally appropriate activities that can be used in conjunction with the television programs; *Around the Neighborhood*, a free quarterly newsletter that relates the broadcast schedule to the *Plan and Play Book* and includes recommendations for topical children's books; and a variety of books and videos for children and adults created by Fred Rogers. For more information, contact Family Communications, Inc., 4802 Fifth Avenue, Pittsburgh, PA 15213; (412) 687-2990; fax (412) 687-1226.
- The Library-Head Start Partnership is a collaborative initiative of the Library of Congress Center for the Book and Head Start offices in Washington, D.C. It produced the informative video *The Library-Head Start Partnership* which explores ways libraries can be of use to the teachers, parents, and children who are involved in Head Start programs. Each of the video's four ten-minute segments can be used independently: "Library-Head Start Partnership," "Entering the World of Books," "Evaluation and Selection of Materials," and "Library Assistance to Adults." An accompanying resource guide also is available. The video and guide were distributed to Head Start coordinators and grantee programs nationwide. A copy is available for loan from the Reference and Loan Library in Madison (see Appendix C).

Beloit

Beloit Public Library staff members consulted with a child care services instructor at Blackhawk Technical College, the Rock County Head Start education coordinator, and public school staff in designing a half-day workshop for family day care providers and personnel from preschool centers. The workshop was called Bright Beginnings for Happy Endings and was repeated twice. It had two goals: to promote the importance of talking, writing, and reading with preschoolers as key factors contributing to their eventual success in learning to read and to promote the use of library resources by preschoolers and their caregivers. The library used mailings to registered family day care providers, group day care centers, and preschools to promote the program along with handouts at the library and news releases to the local media.

A University of Wisconsin-Milwaukee professor of reading and language arts education presented information about emergent literacy at each workshop session. The library provided an exhibit of books, booklists, puppets, flannelboards, and other realia. Library staff conducted a take-home craft project, creating individual "Big Books." Among the materials distributed was a brochure called "A Storytime Sampler: Creating Special Times with Preschoolers," which was produced as part of the demonstration grant. It featured recommended books to encourage reading readiness, suggested read-alouds, and listed videos with ties to reading and books. A sampling of rhymes, fingerplays, and reading-related activities were included. The brochure also was available to any and all interested library users.

The workshops were videotaped with the cooperation of the local public access cable television station. Subsequently, footage was added from filming done on-site, showing reading and play techniques put into practice. The 40-minute video was titled *Bright Beginnings: Helping Young Children Learn to Read and Write*. It was shown on Beloit's public access channel and copies were made for the Head Start program and for circulation. One copy was placed at the Reference and Loan Library in Madison and is available through established interlibrary loan channels.

For a direct impact on some of the preschool children in the community, the grant included funds for materials to be housed at the four local Head Start sites. Each collection included approximately 100 paperback picture books, ten book/cassette sets, and a sampling of Big Book editions of picture books. Each site also received a subscription to *Ladybug* magazine. The grant also funded a Big Book collection at the library.

Eau Claire

The L.E. Phillips Memorial Library designed Partners in Reading Readiness as a program to serve more than 250 child care providers in Eau Claire County. The library conducted a survey of caregivers with assistance from the Indianhead Federated Library System and the county's human services department. It revealed that most providers read to the children on a regular basis and were aware of the library's picture book and recording collections. However, it showed respondents' knowledge and use of materials that would stimulate reading readiness skills—such as books of fingerplays, musical and movement activities, puppetry, and draw-and-tell stories—were at low levels. Respondents indicated a preference for a newsletter that would keep them abreast of library resources and showed an interest in library-sponsored workshops.

The library actively addressed the survey results in preparing a reading readiness grant application. Once received, grant funds were used to prepare a bibliography of resources for preschool caregivers and to initiate a quarterly newsletter for them. The bibliography was divided into six sections: Early Education Curriculum Guides; Creative Play and Learning Games; Fingerplays, Musical, and Movement Activities;

Recordings; Puppetry, Flannel Activities, and Prop Stories; and Arts and Crafts. Grant funds had been used to purchase many of the materials listed. The newsletter contained descriptions of new materials of value to care providers as they were added to the library's collection, invitations for children to participate in various library events, fingerplays and action songs, instructions on applying for individual and institutional library cards, and other information. In the fourth issue a questionnaire on the entire project was printed. The project administrator suggested in retrospect that an accompanying self-addressed, stamped return envelope might have encouraged a larger percentage of responses.

The library also used grant monies to underwrite two workshops. A University of Wisconsin-Eau Claire professor specializing in early childhood education led the first, which was devoted to reading readiness definitions and discussion of preschoolers' needs and abilities as reading readiness develops. The second workshop featured the Jim Trelease film *Reading Aloud: Motivating Children to Make Books into Friends, Not Enemies* (see Appendix D). The general public was welcome at the workshops, but child care personnel were the primary target audience. They received information about the workshops through the library's newsletter, but the grant administrator subsequently commented that a follow-up, specific mailing about the events might have resulted in increased attendance. The library built on the experience gained through this grant when designing a project for the following year; it is described in the Programs for Parents section of this chapter.

Milwaukee

In 1989 the **East Branch Library** and **Mill Road Branch Library** of Milwaukee Public Library actively sought to inform family day care providers of public library resources and elements in developing reading readiness. The Library Link program was planned with the assistance of 4C's (Community Coordinated Child Care) of Milwaukee County, Inc., early childhood educators from the University of Wisconsin-Milwaukee, and several family day care providers. A series of three workshops was presented at the branches. Early childhood education professors discussed child development and reading readiness activities; children's librarians introduced materials and services. Packets of free materials—including booklists of recommended titles for children of various ages, brochures about the design of quality day care facilities, and booklets about reading readiness activities—were distributed. Although the series was open to any interested parents and other caregivers, family day care providers were the primary target audience and they were reached through information in the 4C's newsletter and a 4C's mailing.

Building on knowledge gained the previous year, in 1990 the **Milwaukee Public Library** offered a citywide, four-hour program for family day care providers. It was designed with assistance of representatives from 4C's of Milwaukee County, Inc.; the Community Services Division, Wisconsin Department of Health and Social Services; Early Childhood/Elementary Education Department of the Milwaukee Public Schools; Department of Education, University of Wisconsin-Milwaukee; and the Family Services Division of Milwaukee Area Technical College. The program qualified for four inservice training hours. Approximately 350 invitations were sent through a 4C's mailing and approximately 100 family day care providers attended.

Library staff members presented a keynote address on "The ABCs of Reading Readiness" and workshop sessions on flannelboards and stories, finger puppets and hand puppets, nursery rhymes and poetry, fingerplays and songs, and books for infants and toddlers. An exhibit of materials for adults and children was in place and time for hands-on examination was built into the day's agenda. Colorful plastic carrier bags were purchased from Upstart (see Appendix D) to contain a variety of handouts including

- "Begin with the Best: A Booklist for Family Day Care Providers,"* an annotated list

prepared for this group, which briefly described some of the topical book kits available from the library for use in the caregiver's home
(For example, the Lipsmacking Good kit contained such books as Tomie DePaola's *The Popcorn Book*, Anita Lobel's *On Market Street*, and James Marshall's *Yummers*. The We Are Family kit included *Nobody Asked Me If I Wanted a Baby Sister* by Martha Alexander, *Abby* by Jeannette Caines, and *Noisy Nora* by Rosemary Wells. Audiocassettes, puppets, and other realia were included in some kits.)
• a coupon entitling the caregiver to a free book to be picked up at any neighborhood branch library
(This incentive served to link program participants to the library in a direct way and reinforced use of the topical kits demonstrated at the program and described in "Begin with the Best.")
• "Books for Baby,"* a booklist organized by monthly stages
• "A Hand Full of Fingerplays,"* a flyer with the words and directions for seven fingerplays and a list of fingerplay books available at the library
• "Leading to Reading: Concept Books and Toys at Your Library,"* a list organized by subject: alphabet, numbers, color, shape and size, comparisons, rhythm and sound

Kits for Care Providers and Teachers

Librarians' knowledge of books and activities that stimulate responses in children and encourage their intellectual and emotional growth was put to good use in the 15 projects summarized in this section. Grant funds allowed librarians to share their knowledge widely through creation of exciting multimedia kits for use by other adults working with preschool children in their communities. The entries are arranged alphabetically by place/system name. The sample content lists with some entries reflect the differing amounts of detail the libraries included on the checklists they prepared to go with their kits.

Brown County

Start with a Story was a program aimed at encouraging future literacy in 3- to 5-year-olds through the purchase and use of "participation picture books," books that invite interaction as the story progresses or is retold. Youth services staff at Brown County Library developed 20 kits that included ten books each and a manual of related activities. The kits were packaged in tote bags. Ten kits were available for circulation to child care facilities and preschools; ten were placed in library branches. The kits were first introduced at care centers and schools by librarians who used some of the materials to present a 30-minute model storytime. The kit was then left with the teachers for a two-week period, after which librarians returned to pick up the kit and interview the teachers about the usefulness and appropriateness of the materials. In addition, library staff presented programs about the use of participation books to classes at Northeast Wisconsin Technical College, at meetings of the Association of Licensed Family Day Cares, and for parents of Head Start children and children enrolled at the University of Wisconsin-Green Bay Day Care.

A Start with a Story bookmark promoting use of participation picture books was created to complement other facets of the grant program and was widely distributed through libraries and child care sites. It listed all the books that were incorporated in the circulating kits.

Aardema, Verna. *Who's in Rabbit's House?*
Allen, Pamela. *Who Sank the Boat?*
Brett, Jan. *The Mitten*
Brown, Ruth. *Dark, Dark Tale*
Burningham, John. *Mr. Gumpy's Outing*
Campbell, Rod. *Dear Zoo*

Campbell, Rod. *Oh, Dear!*
Carle, Eric. *The Very Busy Spider*
Carle, Eric. *The Very Hungry Caterpillar*
Christelow, Eileen. *Five Little Monkeys*
DeRegniers, Beatrice. *May I Bring a Friend?*
Dragonwagon, Crescent. *This is the Bread I Baked for Ned*
Dunbar, Joyce. *A Cake for Barney*
Ets, Marie Hall. *The Elephant in the Well*
Fox, Mem. *Hattie and the Fox*
Galdone, Paul. *The Gingerbread Boy*
Galdone, Paul. *Three Billy Goats Gruff*
Ginsburg, Mirra. *Mushroom in the Rain*
Hutchins, Pat. *Rosie's Walk*
Martin, Bill. *Brown Bear, Brown Bear*
Martin, Bill. *Chicka, Chicka, Boom, Boom*
Marzollo, Jean. *Pretend You're a Cat*
Neitzel, Shirley. *The Jacket I Wear in the Snow*
Nodset, Joan. *Who Took the Farmer's Hat*
Peek, Merle. *Mary Wore Her Red Dress*
Robart, Rose. *The Cake That Mack Ate*
Rosen, Michael. *We're Going on a Bear Hunt*
Shaw, Charles. *It Looked Like Spilt Milk*
Slobodkina, Esphyr. *Caps for Sale*
Van Laan, Nancy. *Big Fat Worm*
Van Laan, Nancy. *Possum Came A-Knockin'*
Watanabe, Shigeo. *How Do I Put It On?*
Wood, Audrey. *The Napping House*
Xiong, Blia. *Nine-in-One, Grr! Grr!*

The activities shown on the following page are an example of the book-related activities described in the manual that was included in the story kits. These were suggested for use with Joyce Dunbar's *A Cake for Barney.*

Columbia County

The director of the Jane Morgan Memorial Library in Cambria served as the project administrator for a grant to create multimedia kits in support of the reading readiness efforts of child care providers and Head Start teachers in Columbia County. All public libraries in the county cooperated in planning and implementing the project: **Cambria, Columbus, Lodi, Pardeeville, Rio, Portage, Poynette,** and **Wisconsin Dells**. Planning assistance also was given by the South Central Library System youth services consultant and the county's University of Wisconsin-Extension home economist, who was also advisor to the Columbia County Early Childhood Educators organization. The home economist's newsletters to care providers were used effectively to publicize the kits to the target audience. She and the project administrator presented two workshops to introduce the kits.

The grant enabled development of 64 theme-based multimedia kits. They were packaged in locally purchased Rubbermaid tubs. A Demco shop ticket holder containing identification information was attached to each tub. The kits were divided equally between the eight participating libraries. There they could be borrowed for two weeks by the county's more than 50 licensed family and group day care centers, certified day care providers, Head Start programs, and early childhood classes. A two-month rotation schedule was worked out so that each library eventually would provide access to all of the kits. The system delivery service transported the tubs between libraries.

Each kit contained approximately 15 books (board books, picture books, and early readers), book/cassette kits, flannelboard stories, and audiovisual materials. A take-home flyer for parents gave information about local libraries, hints on choosing books for children, and reasons for reading. Teacher resource materials also were included featuring games, songs, and early childhood curriculum ideas. The themes were

Adoption
Alphabet
Baths
Bears
Birds
Birthdays
Castles in the Clouds
Circus
Clothing

A Cake for Barney—Main Activity

Retell the story using a flannelboard. This kit contains the flannel pieces needed: bear, cake, five cherries, wasp, mouse, crow, squirrel, fox, and big bear. Have children participate by letting them hold one of the characters and bring it up to the flannelboard when it's their turn. See if they can remember the sequence of the story.

Number Concepts

Sing "One little, two little, three little cherries,
Four little, five little, six little cherries,
Seven little, eight little, nine little cherries,
Ten little cherries in a tree.
Ten little, nine little, eight little cherries,
Seven little, six little, five little cherries,
Four little, three little, two little cherries,
One little cherry eaten by me!"

Related Participation Activity

"Ten Little Cherries" (can be used with flannelboard)
* Use "I" or a child's name

Ten little cherries standing in a line,
___* ate one, then there were nine.

Nine little cherries by the garden gate,
___* ate one, then there were eight.

Eight little cherries smiling up at heaven,
___* ate one, then there were seven.

Seven little cherries lying by some sticks,
___* ate one, then there were six.

Six little cherries by a bee hive,
___* ate one, then there were five.

Five little cherries by my front door,
___* ate one, then there were four.

Four little cherries high in a tree,
___* ate one, then there were three.

Three little cherries wondering what to do,
___* ate one, then there were two.

Two little cherries having lots of fun,
___* ate one, then there was one.

One little cherry sitting in the sun,
___* ate that cherry, now there are none!

Movement Song

Barney Bear, Barney Bear, turn around.
Barney Bear, Barney Bear, touch the ground.
Barney Bear, Barney Bear, shine your shoe.
Barney Bear, Barney Bear, I love you. (hug self)
Barney Bear, Barney Bear, climb the stairs.
Barney Bear, Barney Bear, say your prayers.
Barney Bear, Barney Bear, turn off the light.
Barney Bear, Barney Bear, say "Good Night."

Fingerplay

Five little cakes in the baker's shop,
Spicy and brown with cherries on top.
Along came (insert name) to the shop one day,
Bought a cherry cake and took it away.

...four, three, etc.

Related Books

Asch, Frank. *Sandcake*
Rice, Eve. *Benny Bakes a Cake*
Robart, Rose. *The Cake That Mack Ate*

Colors
Dinosaurs
Doctor/Dentist/Hospital (see example next page)
Eggs
Elderly
Environment

Family
Farms
Feelings
Fish
Folktales
Friends
Frogs
Fruit
Handicaps/Disabilities
Hats
Health
Homes
Imagine That
Insects
Interactive Stories
Libraries
Me/Senses
Monsters/Dragons
Moving
Music
Native American
Nighttime
Nighttime/Animals
Numbers
Nursery Rhymes
Pets
Picnics
Pigs
Planting/Gardening
Poetry
Polar Animals
Quilts
Recycling
Safety/Community Helpers
School
Self-esteem
Sea/Seashore
Seasons
Separation/Loss
Shapes
Sky/Space
Sports
Tools/Building
Transportation
Trees/Leaves
Vegetables
Water
Weather
Wild Animals

Doctor/Dentist/Hospital

Books:

Allen, Julia. *My First Dentist Visit*
Allen, Julia. *My First Doctor Visit*
Butler, Daphne. *First Look in the Hospital*
Kingsley, Emily. *Farley Goes to the Doctor*
Marino, Barbara. *Eric Needs Stitches*
Miller, Karen. *Outside Play and Learning Book*
Peters, Sharon. *The Tooth Fairy*
Reit, Seymour. *Jenny's in the Hospital*
Rey, H.A. *Curious George Goes to the Dentist*
Rey, H.A. *Curious George Goes to the Hospital*
Rogers, Fred. *Going to the Doctor*
Rogers, Fred. *Going to the Hospital*
Showers, Paul. *How Many Teeth*
Sommers, Tish. *Big Bird Goes to the Doctor*

Realia:

Doctor Puzzle
Tooth Model
Set of Teeth
9 Teeth
6 Wrist Bands
Grow with the Four Food Groups Chart
Teddy Bear Suite Brochure
Dr. Fun in the Hospital, A Story-Coloring Book
Explanation of Hospital Tour
Learning about Your Oral Health, Preschool Program Kit
Large Toothbrush

DeForest

The success of Madison's multimedia kits for librarians, which were described in Chapter 3, influenced DeForest Public Library staff and board members to emulate this approach in helping child care providers stimulate reading readiness. Care providers and kindergarten teachers participated in choosing themes and discussing content for DeForest's Busy Boxes. The kits were underwritten by grant funds and circulated to group day care centers and family day care providers.

The Busy Boxes were developed around the following themes:

Bugs
Careers
Colors
Dinosaurs
Endangered Land Animals
Endangered Marine Animals
Exploring Jungles
Farm
Food
Health/Safety
Home/Family/Neighborhood
Night Time
Pets (see example below)
Seasons
Theater
Transportation

The grant also provided funding for improvement of the general circulating collection and enabled purchase of 300 children's books, 25 toys, and 25 book/audiocassette sets. The expanded collection made bulk loans to care providers possible. A grant the following year underwrote development of three more Busy Boxes, acquisition of videocassettes for use by child care providers, a further expansion of the picture book collection, and the addition of book/audiocassette sets and educational toys to the circulating collection. The second grant also initiated production of Busy Bags which are described in the Kits for Parents section of this chapter.

Pets

Books:
Kitten (book and tape set)
Pile of Puppies
Pets for Sale
Have You Seen My Cat?
Puppies (National Geographic)
I Am a Puppy
Feathers for Lunch
Goodnight Little Kitten

Toys:
Kitten puppet
"Bingo" dog puppet
Dog pet carrier
Dog brush
Dog dish

Other:
Sheet music for song *Bingo*

La Crosse

The La Crosse Public Library promoted reading readiness to an underserved population of preschoolers at child care centers, preschools, and Head Start programs through its Tote 'n' Tell story bags initiative. With planning advice from the Child Care and Development Program at Western Wisconsin Technical College and from child care center, preschool, and Head Start staff members, 24 circulating story bags were created. The following themes were utilized:

At the Circus
Clucks and Ducks
Community Helpers and Workers
Dinosaurs
Down on the Farm
Elephants
Fairy Tales
Frogs, Toads and Turtles
Funny Bunnies
Happy Birthday to You!
Let's Make Music
Looking at Outer Space
Meet Mother Goose
Monsters and Other Scary Things
My Body
Nighttime
Out in the Jungle
Raindrops & Rainbows
Splish Splash: Bathtime
Sprouts: Growing
Teddy Bears
Things That Go: Transportation
Things to Wear: Clothing
Yummers: Stories about Food

Each bag contained several types of books (concept, participation, pop-up, story books, and nonfiction), puppets, flannelboard sets for stories and rhymes, fingerplay and movement activity instructions, song sheets and a musical activity cassette, craft

ideas, and stories to be told using techniques such as draw-and-tell, cut-and-tell, and paperfolding. An evaluation form sought information about materials used and the reactions of teachers and children. The bags could be checked out for seven days. They were publicized by mailings to child care centers, preschools, and Head Start programs and through newspaper stories and handouts at all library locations.

A directional sheet enclosed in each story bag advised planning 25- to 30-minute programs for 3- to 5-year-olds (or 20 to 30 minutes for toddlers) and suggested the following general structure for a Tote 'n' Tell Storytime:

1. Opening routine such as chatting with a host puppet, ringing a bell, or doing a familiar fingerplay or action rhyme
2. Participation book (ABC, numbers, guess the animal, lift-the-flap, and so forth)
3. Book (longest first)
4. Flannelboard story or rhyme
5. Song or fingerplay
6. Book
7. Action break (cassette, movement activity, simple stretch)
8. Puppet story
9. Cut-and-tell, draw-and-tell, or paperfolding story
10. Book (shortest or participation book)
11. Closing routine such as host puppet farewell

Librarians used the directional sheets at two workshops held at the library for child care center, preschool, and Head Start personnel. The workshops offered training in storytelling techniques and introduced participants to story bag contents and other library resources related to child development and reading readiness. Library staff members also used Tote 'n' Tell story bags in outreach programs to a Hmong learning center in the community.

Manitowoc

Manitowoc Public Library used grant funds to create 20 multimedia concept kits. They were introduced in monthly visits to 17 child care facilities and preschools by a storyteller whose nine-month appointment was funded as part of the same reading readiness outreach grant.

Each kit included items such as books, a video, an audiocassette, flannelboard story sets, puppets, toys and other realia, and laminated reproducible sheets of fingerplays and coloring and activity sheets. Each month at each facility the storyteller provided a half-hour storytime using one of the kits as its basis and demonstrating the audiovisual materials and realia that could be used in reinforcement of the kit's theme. In addition, each month the storyteller delivered a rotating collection of 30 picture books (purchased with grant funds) to each facility.

The Manitowoc County Early Child Care Association offered assistance to library staff members in choosing the kit topics, as did staff members at the facilities that were to be visited. Additional kits were subsequently created using local funds. The focus concepts were

Alphabet
Animals
Art
Birthdays
Body Parts
City (see example next page)
Colors
Dinosaurs
Disabilities
Dressing and Clothes
Farm
Five Senses
Four Seasons
Going to Daycare/School
Growing Things
Health
Homes
Manners
Music
Numbers
Nursery Rhymes
Nutrition
Opposites
Pets
Safety
Shapes
Space
Teddy Bears
Transportation

64 - 3 years to 5 years

The grant not only had impact on the reading readiness skills of the children who were exposed to the storytelling, books, and other media, it also made care providers and preschool teachers more aware of library resources and techniques for using those resources. When the demonstration year was completed, the concept kits were made available for general circulation so that care providers and preschool teachers could continue to borrow them. The rotating collections of picture books became part of the library's juvenile circulating collection.

City

Books:

- Barkan, Joanne. *Whiskerville Bake Shop.* (board book) $3.50
- Barkan, Joanne. *Whiskerville Firehouse.* (board book) $3.50
- Barkan, Joanne. *Whiskerville Post Office.* (board book) $3.50
- Barkan, Joanne. *Whiskerville School.* (board book) $3.50
- Durham, Robert. (illus.) *Around the Neighborhood.* $12.95
- Kunhardt, Edith. *I Want to Be a Firefighter.* $6.95
- Peltzman, Ronne. *The Store Book.* $1.39
- Sakin, Sy. *Outside Inside.* $1.98
- Winborn, Marsha. *Inside Sesame Street.* (board book) $3.50
- Zion, Gene. *Dear Garbageman.* $12.95

Cassette Kits:

- *Listen to the City.* Price, Stern Sloane $6.95
- *The Town Mouse and the Country Mouse.* Weston Woods $12.50

Toys:

- Community Helpers Wood Figures. Play Friends $12.95
- The City Floor Puzzle. Judy/Instructo/Constructive Playthings $17.50
- Storybook City Blocks. TC Timber/Constructive Playthings $39.95

Fingerplays: 1 sheet

Reproducible coloring sheets: 1 sheet

Marathon County

The Marathon County Public Library used the name Stories To Go for the 24 multimedia storytelling boxes it developed to improve library service to staff members at the more than 50 child care centers, preschools, and nursery schools in the county. Workshops to introduce the materials to this target audience were included in the scope of the grant. The storytelling boxes also were used as models for effective storytime planning and presentation in continuing education with branch library personnel. An informative booklet titled "Stories to Go"* was produced and widely distributed; it described the content of the 24 theme-based boxes. Themes were

Bathtime and Bedtime
Bears
Bugs
Clothes
Dinosaurs
Families
Farms
Favorite Things
Feathered Friends
Feelings
Five Senses
Food
Friendships
Happy Birthday
Homes
Imagination
Melting Pot
Mice
Nature
People in Your Town
Pets
Seasons and Weather
Transportation
Wild Animals (see example next page)

A grant that extended the Stories To Go concept to those working with older

children is described in Chapter 5.

Wild Animals
(See also Chapter 5 for books added to this kit to extend its usefulness through grade 3)

Books:
- Baker, Keith. *Who is the Beast?*
- Banks, Merry. *Animals of the Night*
- Carle, Eric. *Animals, Animals*
- Ehlert, Lois. *Color Zoo*
- Kasza, Keiko. *When the Elephant Walks*
- MacCarthy, Patricia. *Animals Galore!*
- McKee, David. *Elmer*
- Morozumi, Atsuko. *One Gorilla*
- Rice, Eve. *Sam Who Never Forgets*
- Wildsmith, Brian. *Python's Party*

Big Book:
- Jorgensen, Gail. *Crocodile Beat*

Kidstuff issue: *At the Zoo*

Cassette: *Animal Antics* by Hap Palmer

Puppet: Elephant

Flannelboard: *Elmer*

Fingerplays: *Finger Frolics*

Idea Sheets: *Python's Party, Sam Who Never Forgets, When the Elephant Walks*

Other: Animal masks

Merrill

One component of the Promoting Reading Readiness project at T.B. Scott Free Library, contacting parents of newborns, was described in Chapter 2. A second component, multimedia story boxes, was directed at child care providers, preschool teachers, and kindergarten teachers. The library staff surveyed those individuals for assistance in deciding the themes around which the Story Boxes would be developed. Ten subject areas were chosen: Community Helpers; Dinosaurs; Doctors, Nurses, and Dentists; Farm; Fish and Sea; Foods; Friends; Pets; Seasons; and Self-awareness and Feelings. Contents of the circulating kits included books, audiocassettes, puppets, flannelboard stories, teaching pictures, games, puzzles, and copies of *Kidstuff* magazines for teacher use. All materials were selected on the basis of value in developing listening and language skills.

The Story Boxes were publicized through newspaper coverage and an informational mailing to potential users which included an invitation to an introductory open house. The kits could be reserved for future dates. The borrowing period was two weeks.

Mid-Wisconsin Library System

The Mid-Wisconsin Library System developed 19 multimedia kits, each based on a reading readiness theme and coordinated with the developmental level of preschoolers. The Ready, Set, Read Kits were introduced to staff members from system member libraries at an inservice workshop and publicized to area preschools and child care centers by mail. The kits were packaged in tote bags. Within the bags some items were packaged in large manilla envelopes. The kits could be reserved through any system member library and the system delivery service transported them. They could be borrowed for a two-week period.

Themes were

Alphabet I
Alphabet II
Colors (ages newborn-2) (see example below)
Colors (ages 3-5) (see example below)
Language Expansion (ages newborn-1)
Language Expansion (ages 1-2)
Language Expansion (ages 2-3)
Language Expansion (ages 4-5)
Number Identification
Pre-math (ages newborn-2)
Senses: Hearing
Senses: Seeing
Senses: Smelling/Tasting
Senses: Touching
Sequencing
Shapes (ages newborn-2)
Shapes (ages 3-5)
Size (ages newborn-2)
Size (ages 3-5)

Colors

(Ages Newborn - 2)
Learning Toys (Manipulative):
- Rings and Things to String (1 stringer, 12 flat rings, 12 beads)
- Bear's Book and Soft Puzzle: Colors (1 book, 1 sponge rubber puzzle)
- Nesting Cups (4 cups)

Flannelboard:
- Farm animals (6 each of 6 designs; 36 pieces)
- Traffic lights (4 felt pieces, 1 activity card)

Audiocassette:
- *Mr. Al Sings Colors and Shapes* (1 cassette, 1 word sheet)

Puppet:
- Monkey mitt; colored seals (1 mitt, 5 seals)

Books:
- Boynton, Sandra. *Blue Hat, Green Hat*
- Crews, Donald. *Freight Train*
- Gordon, Mike. *Colors: Lift and Learn*
- McCue, Dick. *Kitty's Colors*
- Pragoff, Fiona. *What Color?*
- Thomson, Ruth. *All about Colors*

(Ages 3 - 5)
Learning Toys (Manipulative):
- Frogs and Princes (1 bucket and cover, 24 interlocking pieces)
- Balls (5 colored balls: red, orange, yellow, green, blue)

Audiocassette/Filmstrip:
- *Harold and the Purple Crayon* (1 cassette, 1 filmstrip, 1 filmstrip text)

Videocassette:
- *Crazy about Colors* (1 video, 1 guide, 1 book: *Sue Likes Blue*)

Flannelboard:
- Clowns/Color recognition (1 teaching guide, 10 clowns, 10 balloons, 20 color name cards)
- Crayons (9 crayons, 9 color names cards, 1 activity card)

Books:
- Amerikaner, Susan. *My Silly Book of Colors*
- Lundell, M. *The Land of Colors*
- Serfozo, Mary. *Who Said Red?*
- Silverman, Maida. *Ladybug's Color Book*
- Walsh, Ellen. *Mouse Paint*

Milwaukee

Factors leading to the creation of Project POLK in Milwaukee included the findings that a significant number of child care agencies in the city had no access to means of transporting children to a public library, that few centers could afford to acquire and maintain a collection of reading readiness materials, and that none had staff members available to develop reading programs and related services. Youth services librarians developed Preschool Outreach Learning Kits (POLK) in response to those factors. They worked with an advisory committee of community representatives. The kits were

intended primarily for group day care providers, family day care providers, and parents, but they could be borrowed by any patron who worked with preschool children.

Separation and Loss
(Note: Not all of these books were included in one kit)

Brown, Laurene Krasny. *Dinosaurs Divorce*
Cartoon-like dinosaurs help children cope with many aspects of divorce.
Clifton, Lucille. *Everett Anderson's Goodbye*
A young boy learns that love doesn't stop after the death of his father.
Cohn, Janice. *I Had a Friend Named Peter*
When Betsy's friend Peter dies, her parents try to gently explain the concept of death.
DePaola, Tomie. *Nana Upstairs and Nana Downstairs*
A falling star serves as a reminder of the memory of two beloved grandmothers.
Hest, Amy. *Best Ever Goodbye Party*
Jessica decides to have a goodbye party for her best friend, Jason, who is moving away.
Joosse, Barbara M. *Better with Two*
Almost everything is better with two, especially when remembering a special friend who has gone.
Letord, Bijou. *My Grandma Leonie*
Soothing illustrations and text tell of the loss of a grandparent.
Mellonie, Bryan. *Lifetimes*
For plants, for people, even for the tiniest insect, there is living and there is death. Simple approach to beginnings, endings, and life.
Rogers, Fred. *Moving*
In his straightforward fashion, Mr. Rogers discusses moving. Full-color photos.
Rogers, Fred. *When a Pet Dies*
Mr. Rogers explores the feelings of frustration, sadness, and loneliness a youngster may feel when a pet dies.
Stiles, Norman. *I'll Miss You, Mr. Hooper*
Mr. Hooper's friends are sad when he dies, but they treasure the legacies he left them.
Vigna, Judith. *Grandma Without Me*
A divorce separates a child and his grandmother.
Waber, Bernard. *Ira Says Goodbye*
Ira's best friend moves away, but he soon turns his anger and sadness into excitement to go visit him.
Wilhelm, Hans. *I'll Always Love You*
A pet can be a best friend, but it's difficult when that pet dies.
Zolotow, Charlotte. *My Grandson Lew*
Just when you think you have forgotten a loved one, their memory happily shines through.

The circulating kits were housed at the three Milwaukee branch libraries that had been designated Preschoolers' Door to Learning centers. The **Center Street Branch Library** and **Llewellyn Branch Library** each received 40 kits; the **North Milwaukee Branch Library** received 30. Each theme-based kit contained six to eight books, a puppet or flannel board story, an audiocassette, and a tip sheet suggesting ways to use the kit. Also included was an annotated booklist describing all books included in the various kits and providing call numbers for copies available in the library's regular circulating collection. The kits circulated for a one-week period and

were housed in the kind of 11-inch by 14-inch heavy-duty plastic file boxes with snap closures available at most office supply stores. Themes were

Alphabet
Animals
Birthday
Careers
City Life
Colors
Counting
Family Life
Feelings/Self-esteem
Friendship
Halloween
Health/Safety/Nutrition
Multicultural
Community
Nature
Seasons
Separation/Loss (see example preceeding page)
Shapes
Transportation
Values
Zoo

Ten resource kits for teachers also were assembled containing materials such as *Crafts for Kids: A Month-by-Month Idea Book* by Barbara Dondiego, *Daily Plans for Active Preschoolers* by Judy Galloway, and *My First Activity Book* by Angela Wilkes.

A reading readiness workshop was held at each of the three branch libraries; child care providers were invited by letter and through handout flyers. Each workshop featured reading readiness and childhood development presentations by two early childhood education specialists and an introduction to the POLK materials. Participants received a certificate of completion and continuing education credits.

Circus

Feature Book:
- Wildsmith, Brian. *The Circus*

Support Books:
- Aitken, Amy. *Wanda's Circus*
- Crews, Donald. *Carousel*
- Karn, George. *Circus Colors*
- Krementz, Jill. *A Very Young Circus Flyer*
- Leith, Carol. *Runaway Maggie*
- Peet, Bill. *Randy's Dandy Lions*
- Peppe, Rodney. *Circus Numbers*

Related books in the Mineral Point Public Library:
- Bond, Michael. *Paddington at the Circus*
- Gaskin, Carol. *A Day in the Life of a Circus Clown*
- Peet, Bill. *Encore for Eleanor*
- Radlauer, Ed, and Ruth Radlauer. *Clown Mania*

Discussion:
- Have you ever seen the circus?
- What did you like best?
- If you could be in a circus, what would you like to be?

Activities and Support Materials:
- Clown puppet
- Flannel board - "Sizes Circus"
- Clown nose to wear
- Paper plate clown masks
- Fingerprint elephants (as in *Circus Numbers*)
- Coloring pages to photocopy - pantomime circus acts

Songs, Poems, and Fingerplays:
- "Circus Fun" sung like "Old MacDonald"
- Fingerplays: "Erma Pachyderm," "A Clown," and "The Circus"
- Song: "Oh See the Clown with a Funny Hat"
- Tape: *Calliope on Parade*

Mineral Point

Library staff members and a grant-funded project consultant at the Mineral Point Public Library created multimedia storytime kits. They were designed for use by child care providers and preschool and Head Start teachers as well as during the library's own story programs for 3- to 5-year-olds. Visits to the Cooperative Children's Book Center in Madison to examine the range of currently available children's books were

especially valuable for the kit designers. Among the 35 themes chosen for kits were American Indians, Birds, Circus (see example preceeding page), Colors, Dinosaurs, Food, Halloween, Snow, and Trucks. In planning for program continuation, the project administrator suggested adding kits annually that would relate to summer library program themes.

Monona

The Monona Public Library sought to improve its efficiency in reaching children in the Head Start program and the eight nursery schools and group day care centers in its service area through a three-part reading readiness program. The program addressed needs for quality storytime materials; for training Head Start, nursery school, and day care personnel in use of the materials; and for parent education. It was developed in consultation with the youth services consultant from the South Central Library System and with advice from the educators and caregivers who would benefit from the expanded resources and inservice training.

Central to the success of the program were 13 theme-based multimedia kits which included books, Big Books, and other materials such as story props, flannelboard stories, fingerplays, songs, videos with public performance rights, and suggested activities. In addition to materials purchased with grant funds, books and other items already owned by the library were sometimes incorporated into appropriate kits in order to make the most effective use of them. The kits were contained in canvas bags and had a two week loan period. Themes used for Monona's Kits for Kids included

Bears
Cats
Circus/Zoo
Clothing
Dinosaur
Dogs
Farm
Food/Eating (see example below)
Holidays
Mice
Monsters
Sea/Water
Weather/Seasons

Food and Eating

Books:
- *The Biggest Sandwich Ever*
- *Blueberries for Sal*
- *Curious George and the Pizza*
- *The Day Jimmy's Boa Ate the Wash*
- *Giant Jam Sandwich*
- *Green Eggs and Ham*
- *Gregory the Terrible Eater*
- *In the Night Kitchen*
- *Jamberry*
- *Max's Breakfast*
- *Picnic with Piggins*
- *Scrambled Eggs Super!*
- *Stone Soup* illus. by Brown
- *Stone Soup* illus. by McGovern
- Strega Nona
- The Very Hungry Caterpillar
- Yummers

Big Book:
- *More Spaghetti, I Say*
- *More Spaghetti, I Say Teacher's Guide*

Videos:
- *Gregory the Terrible Eater*
- *Stone Soup*

Flannelboard:
- *The Very Hungry Caterpillar*

Book/Cassette Sets:
- *Cloudy with a Chance of Meatballs*
- *Daddy Makes the Best Spaghetti*

Story Props:
- Apron
- *The Cake that Mack Ate* (book)
- *The Cake that Mack Ate* (kit)

Other:
- *Kids' Cooking Book* (with spoons)
- *Mudluscious: Stories and Activities Featuring Food for Preschool Children*
- *The Case of the Complaining Pizza* (set with Cook puppet, Pizza puppet, reproducible sheets of Cook and Pizza puppets, and two scripts)

70 - 3 years to 5 years

The kits were pretested by library staff members at in-library story hours before being publicized and put into circulation. Parents who attended these programs with their children were asked for reactions. Inservice training sessions for staff and reading readiness workshops for parents of enrolled children were presented at the Head Start facility and at each area nursery school and child care center. Packets prepared for parent workshops included information on the benefits of reading aloud and bibliographies developed by the South Central Library System ("Family Reading: Books to Enjoy with Preschool Children,"* "Family Reading: MORE Books to Enjoy with Preschool Children,"* and "Family Reading: Books to Enjoy with Children Ages 5 to 8"*).

Muskego

Recognizing that library staff could not provide on-site storytimes for all nursery schools and child care centers in its service area, the Muskego Public Library developed 20 theme-based story kits called Road Shows. They were designed to either be integrated into an existing curriculum or to stand alone as a learning experience. The multimedia kits circulated for a month. Among the varied items included were books chosen to elicit audience participation, book/cassette sets, cut-and-tell or draw-and-tell stories, songs, fingerplays, poems, and a bibliography of teacher support materials. A puppet chosen to enhance one or more of the stories or to enhance the overall theme was part of each kit. Videos were included in ten of the kits; a filmstrip/cassette set in the other ten.

Northern Waters Library Service

Northern Waters Library Service surveys revealed that across its multicounty area a large percentage of child care facilities lacked collections of books and lacked means of transporting children to a library. To ameliorate those conditions, the Let's Get Together project was developed to bring more library services to day care children and to nurture their reading readiness skills. Twenty-two system member libraries participated in the project.

Each library received an identical set of five Let's Get Together kits and supplies of a "Let's Get Together" flyer* prepared by the Northern Waters headquarters office. Each kit contained approximately 20 assorted books for ages 1 through 6, one or two puppets, and one or two Big Books. Kit content was not theme-based; instead, each collection offered a variety of materials that caregivers could use with individuals and with groups to promote a lifelong interest in books and reading. Suggestions for books to include were gathered from librarians participating in the project and from care providers. An example of content is given on the next page. The kits became the property of the participating libraries. They were responsible for cataloging, setting user guidelines, and replacing any damaged materials. The kits were contained in large Rubbermaid plastic tubs.

In meetings with caregivers, librarians stressed that the kits were a demonstration of library materials and by no means the only library resource and service available to care providers. In some communities in-library workshops were scheduled for the target audience; in others, librarians initiated use of the kits through visits to care facilities.

An additional set of kits was prepared for the system's Mail-A-Book service. These kits were available to child care providers in communities without a local public library.

Let's Get Together Example

Puppet:
Moose

Big Books:
Sing a Song of Mother Goose
Is Your Mama a Llama?

Books:
1,2,3 to the Zoo
Anno's Counting Book
Clap Your Hands: Finger Rhymes
Colors: How Do You Say It?
Do Not Disturb
Doubleday Picture Atlas
Fox on the Job
How Many?
I Make Music
The Icky Bug Alphabet Book
If You Give a Moose a Muffin
Millions of Cats
No Fighting, No Biting!
Old Bear
One Light, One Sun
Peek-A-Boo
Rainbow Crow
Rosie Sips Spiders
Sam's Cookie
Thidwick the Big-Hearted Moose
What Does Baby See?
Wheels on the Bus
Witch Lady

Waunakee

Improved service to licensed child care centers was the keystone of a grant carried out at the Waunakee Public Library. Library staff members developed 12 multimedia story kits for circulation to that audience. Care providers advised librarians on themes for the kits. The themes included

Bears
Circus/Zoo
Colors/Shapes
Dinosaurs
Ethnic
Let's Pretend
Nursery rhymes/Fairy tales
Science (see example next page)
Seasons
Self-esteem
Space
Transportation

The kits were pretested in preschool story hours and family storytimes at the library, then introduced to child care providers at a workshop. The kits circulated for a two-week period. They were contained in canvas bags custom made by Gallagher Tent and Awning (see Appendix D). In cooperation with the South Central Library System's graphic artist and printer, library staff members prepared a descriptive booklet. Its preface stated

> Kit materials should be considered as a resource. Each teacher/day care provider should use whatever kit materials are appropriate to the group and should feel free to combine kit components with other materials of his/her choosing. And remember, more important than the kit materials themselves is the interaction between the storyteller/care provider and the children in the group that fosters the love of reading and reinforces the growth of pre-reading skills.

In a complementary program component, library staff members created a special collection of books for parents and other caregivers. It included activities such as fingerplays, songs, and crafts and topics such as cooperative play and discipline. The grant also supported expansion of the picture book and easy reader collections and production of related bibliographies.

Science

Books:
- Aliki. *My Five Senses*
- Ball. *What Can It Be? Riddles about Our Bodies*
- Ball. *What Can It Be? Riddles about the Senses*
- Hoban. *Shadows and Reflections*
- Jonas. *Round Trip*
- Rius. *The Five Senses: Hearing*
- Rius. *The Five Senses: Sight*
- Rius. *The Five Senses: Smell*
- Rius. *The Five Senses: Taste*
- Rius. *The Five Senses: Touch*
- Stevenson. *My Shadow*
- Walter. *Magic Mirror Tricks*
- Wilkes. *My First Science Book*
- Zed. *Dr. Zed's Science Surprises*

Cassettes:
- *Kidding Around*
- *Listen to the Country* (book/cassette)
- *Listen to the City* (book/cassette)

Folder:
- Activity Sheets (4)
- Evaluation Sheet

Big Book:
- Carle. *The Very Hungry Caterpillar*

Flannelboard:
- Gregory Looks for His Shadow (9 pcs.)

Senses Kits:
- 6 canisters of smells
- 5 match-up cards for touch
- 5 texture cards for crayon rubbing

Other:
- Kaleidoscope
- Magnifying glass
- Magnets
- Prism
- Wonder Wheels

Deposit Collections

Related to the kits described in the preceding section are deposit, or dedicated, collections created by a library agency for placement at, or rotation to, an outside site. Seven grant projects where the sole or primary focus was production of such collections for child care centers are summarized below. The entries appear in alphabetic order by place name.

Dane County

Public libraries in two Dane County communities, **Middleton** and **Stoughton**, agreed to participate in a pilot program carried out by the Dane County Library Service. The program provided eight rotating book collections for placement in eight facilities—preschools, group day care centers, or family day care centers, four in each community. Approximately 50 books were included in each collection, half newly purchased with grant funds and half drawn from the county library service's existing collection. Big Books, which were fairly new on the market at the time of the grant, were included in the purchases. Preschools and care centers agreed to pick up and return each month's collection at the local library.

Children's librarians from the two libraries involved made visits to each preschool and care center to discuss effective read-aloud techniques and use of the Big Books with groups of children. Participants were encouraged to use the books in group settings at least once a day and to allow the children to use them on their own as well. Information about public library services was provided for the children to share with their families.

Books were selected to fit popular themes such as

Animals	Feelings	Health
Community	Friends	Space Science
Day and Night	Growing Things	Weather and the Seasons
Families	Growing Up	

Each collection contained books relating to two or more themes. Examples of books included were

- *Corn is Maize, In My Garden, Once There Was a Tree,* and *A Tree is Nice* (Growing Things theme)
- *Gilberto and the Wind, The Snowy Day, A Year of Birds,* and *Summer Storms* (in Big Book format) (Weather and the Seasons theme)
- *A Weekend with Wendell, Old Bear, My Friends Live in Many Places,* and *My Friend George* (in Big Book format) (Friends theme)

During the same time period, the Dane County Library Service also addressed the reading readiness needs of children enrolled in the Head Start program. A grant from the LSCA category for service to special needs populations funded purchase of rotating collections of books selected as appropriate for reading aloud. These collections were placed at each of the county's 12 Head Start sites. A second element of the grant was inservice training for Head Start instructional staff members. Librarians provided a two-hour session for them at Madison Public Library where the importance of reading aloud was emphasized and resources were introduced. Librarians also scheduled small-group sessions at the individual centers where they gave practical tips on read-aloud techniques and encouraged discussion of specific books. The third component of the grant project was field trips for Head Start children and their parents to their nearest public library.

Dane County Library Service staff members worked closely with the children's services consultant at the South Central Library System and with the director of the county's Head Start program to design the grant proposal and to implement its strategies. Staff members from the public libraries in Madison, Sun Prairie, Stoughton, Mazomanie, and Monona, communities where Head Start offered programs, also were involved.

The 12 rotating book collections each consisted of 100 books. Multiple copies of approximately 400 selected titles were purchased. They included genres such as folktales, poetry, wordless books, concept books, and easy readers. They were chosen to fill Head Start curriculum needs such as counting, alphabet, family, new baby, nighttime, and holidays. For example, books on the topic of family included

Blaine, Marge. *The Terrible Thing that Happened at Our House*
Bunting, Eve. *Happy Funeral*
Caines, Jeanette. *Abby*
Caines, Jeanette. *Daddy*
Caines, Jeanette. *Just Us Women*
DePaola, Tomie. *Now One Foot, Now the Other*
Dragonwagon, Crescent. *Always, Always*
Goffstein, M.B. *Fish for Supper*
Harranth, Wolf. *My Old Grandad*
Hines, Anna. *Taste the Raindrops*
Krementz, Jill. *How It Feels When Parents Divorce*
Lasker, Joe. *Mothers Can Do Anything*
Mitchell, Joyce. *My Mommy Makes Money*
Moore, Elaine. *Grandma's House*
Oxenbury, Helen. *Grandma and Grandpa*
Rylant, Cynthia. *Relatives Came*
Schuchman, Joan. *Two Places to Sleep*
Sobol, Harriet. *My Brother Steven is Retarded*
Steptoe, John. *Daddy is a Monster—Sometimes*
Steptoe, John. *Stevie*
Watanabe, Shigeo. *Daddy Play with Me!*
Williams, Vera B. *Chair for My Mother*
Zolotow, Charlotte. *Father Like That*

The following year, a second special needs grant added approximately 300 concept

and picture books to the established rotating collections and permanent collections, based on Head Start curriculum, were developed at each site. Through the second grant, library staff focused closely on cooperation with the Madison Literacy Council in order to transmit information about literacy resources to parents of Head Start enrollees.

Middleton

After three years—having determined such service was better delivered at a local level—the Dane County Library Service discontinued the rotating collection service to child care centers and preschools that had evolved from the original pilot program in Middleton and Stoughton, which was described in the first paragraphs of the preceding entry. In 1991 expanding numbers of care facilities and preschools in the city of Middleton and dramatic growth in the numbers of children enrolled in them led to a serious drain on public library materials. Middleton Public Library developed a program to alleviate that problem using LSCA grant funds.

Administrators from four of the 11 local child care centers helped library staff members identify their needs and address ways in which the library could best serve them. More than 500 books suitable for use with preschool children were purchased to create a collection dedicated to the exclusive use of child care centers and preschools. The collection was housed at the library. Up to 50 books could be checked out for four weeks by child care providers and preschool personnel. The library provided an inservice training session for them and created an "educators' corner" at the library. It housed a continuous supply of bibliographies, articles, and other information pertinent to the needs of those who work with young children.

Oregon and Verona

A unique program combining the efforts of public libraries in two neighboring Dane County communities also grew out of the original countywide deposit collection service described above. In consultation with licensed care providers and Head Start teachers, children's services staff members from both the Oregon and Verona public libraries developed 14 story boxes which rotated monthly among 14 day care centers and Head Start classrooms, seven in each community. Oregon Public Library was responsible for ordering materials; Verona Public Library processed them. Each box contained approximately 20 books along with story props, videos, audiocassettes, and a teacher's manual. Each was built around a theme such as

Ages and Stages	Emotions	Health
Air and Water	Environment	Teddy bears
Animals and Critters	Favorites	Transportation
Concepts		Wisconsin

To serve the parents of the children enrolled at the various centers, the libraries made use of existing South Central Library System handouts related to reading readiness concepts. In addition, they produced a bibliography calling attention to relevant books for parents in their respective collections.

St. Croix County

Four nursery schools and three licensed day care centers located in four communities benefitted from the special rotating collections of books developed for the St. Croix County Library Service's Reach Out to Reading Readiness program. More than 200 titles suitable for children of various preschool ages were purchased (some in

multiple copies). These were augmented by approximately 100 books from an existing books-by-mail collection. They were divided into rotating collections of 20 to 25 books. These were "browsing" collections containing books related to many interests. Many were selected for their read-aloud appeal. Utilizing the service's regular delivery procedures, the collections rotated monthly among the nursery schools and care centers. Heavy-duty fiberboard boxes with hinged tops (see Appendix D) were purchased to house the collections. A checklist of titles was included with each collection.

The St. Croix County Library Service purchased brochures and bookmarks promoting reading aloud from the American Library Association. These were included in the boxes and children were asked to take them home to their families. Children also received a form for parents to complete and give to their local library the first time they used the library after the project started. This was intended as a way of stimulating additional library use. In planning for continuation and expansion of the project, the grant administrator suggested delivering the collections to the local public library and requiring teachers and caregivers to come there to pick up the books. It was felt that approach would encourage even greater awareness of library resources as a whole.

The county library service also provided bookmarks and posters about the importance of parental involvement in reading aloud to the ten public libraries in the county. As a related part of the outreach effort, those promotional materials and a selection of circulating books from the books-by-mail collection were taken to the county's WIC (Women, Infants, and Children) nutrition program monthly for five months.

Sauk County

The children's librarian at Baraboo Public Library served as project administrator for a grant in which all Sauk County public libraries participated: **Baraboo, LaValle, North Freedom, Plain, Prairie du Sac, Reedsburg, Rock Springs, Sauk City,** and **Spring Green**. The grant provided for creation of 60 rotating collections designed to meet the needs of more than 50 licensed and certified child care providers in the county. Each collection contained approximately 24 books chosen to reinforce reading readiness skills. These included board books, picture books, and early readers. They were selected for suitability in storytelling sessions, in small groups, and by children individually. Each collection also contained books about activities such as games, crafts, and songs for caregivers to use. Informational flyers about reading readiness and library services were included for children to take home to their families. The collections were housed in corrugated cardboard boxes (see Appendix D). They rotated monthly. The existing South Central Library System delivery service was utilized to transfer boxes from one library to another; care providers picked up boxes at their local library.

A "local needs" allotment of $300 to each participating library was a second facet of the grant. Local staff members set priorities and selected reading readiness materials to enhance their library's service to children, parents, and other caregivers.

Programs for Parents

Public library resources for children are used to greatest effect when parents are well-informed. The ways four communities stimulated parental attention and interest are discussed in this section and are arranged alphabetically.

Eau Claire

Building on experience with their grant project described in the Programs for Care

Providers and Teachers section of this chapter, the children's services staff at L.E. Phillips Memorial Library designed a second grant-funded outreach project that targeted the parents of children enrolled in child care centers and Head Start programs. Parents of preschoolers who were enrolled in adult literacy programs or who were receiving public financial assistance also were included.

The library prepared coupons to be given to parents through care centers, Head Start classes, literacy groups, and county social services agencies. The coupons were intended to attract the parents and preschoolers to the library for a tour and brief story program and to receive a free paperback picture book plus bookmarks, library promotional materials, and reading readiness brochures. Recipients called the library to confirm the date and time they would attend. The best attendance resulted when an organization such as Head Start or a literacy program arranged for a group visit.

The grant also underwrote continued publishing and distribution of a newsletter for child care providers and a storytelling workshop for that audience.

Germantown

Ongoing outreach in the Duerrwaechter Memorial Library's Hour-A-Day program, described earlier in Chapters 2 and 3, included mailing birthday cards* to 4- and 5-year-olds previously enrolled in the program. Although addressed to the child, these cards continued to involve parents to the extent they would read the message to the child and follow through with a special trip to the library. The cards reinforced family awareness of library resources and the value of reading aloud. A flyer* was available encouraging parents to sign up preschool children for the program at any age, newborn through 5. The original message to 4-year-olds read:

> You are invited to come to Storytime. The next program is _____. We hope you love to hear stories. Here is a list of some good books, too. Come and see us at the Library and we'll help you find them.

The message was later revised so that no date had to be filled in and the booklist was eliminated. The revised statement read:

> You are invited to join the Birthday Club Storytime, a once-a-month program for 4-year-olds and 5-year-olds. Birthday Storytimes are the last Tuesday of the month: 10:30 to 11:15 a.m. We hope you love to hear stories.

The card sent to children celebrating fifth birthdays read:

> Isn't it fun to grow up with books? We have a present for you at the Library. It is a special button that says *My Parents Read To Me!* Come in and ask for your birthday present.

The presents were locally produced buttons that had blue lettering (My Parents Read to Me; Duerrwaechter Public Library) and the library symbol of adult and child (as used on the cover of this guide) on a white background.

Milwaukee

The **Finney Branch Library** and **North Milwaukee Branch Library** each conducted a series of five programs for parents whose children ages 3 to 5 were not enrolled in a formal child care or preschool program. Their purpose was to train parents, both literate and functionally illiterate, to consciously provide a positive atmosphere for the habit of reading to children. Each series was planned by branch

managers in consultation with other Milwaukee Public Library staff members and with input from representatives of community agencies. The Finney branch held programs for parents and preschoolers from two neighborhood organizations; North Milwaukee registered parents and children solicited through publicity such as library handouts and interaction with neighborhood groups.

During the first 30 minutes of each session, preschoolers took part in a story hour conducted by a children's librarian. Their parents heard from experts such as

- a curriculum specialist from the Milwaukee Public Schools discussing language and concept development;
- early childhood educators presenting information about the relationship of reading readiness to creative arts and games and science; and
- a children's librarian introducing a range of library materials.

During the second half-hour parents and children came together to allow the adults time to work with the storytelling and read-aloud skills and techniques they had learned.

A collection of 25 high-interest paperback book/cassette sets was purchased for each branch to complement the workshop series. Cassette players also were purchased and made available for check out. An expanded collection of board books also was provided for each branch.

Tomah

A series of eight reading readiness programs was designed by Tomah Public Library staff to address the needs of preschoolers—especially those 4 and 5 years old who were looking ahead to kindergarten—and their parents. Throughout the planning and implementation of the grant project there was close cooperation with local school personnel and early childhood educators.

Scheduled from 6:30 to 7:30 p.m., the first four programs were aimed at parents and other caregivers. The intent was to introduce them to the importance of reading readiness skills. The second four programs included children. Presentations for adults included

- an optometrist and a school psychologist providing an overview of physical development necessary for a child to be ready to read;
- a kindergarten teacher presenting an overview of the local school district's reading curriculum and suggesting ways parents can help a child learn to read;
- a preschool director describing activities that help develop reading readiness skills; and
- a reading specialist demonstrating storytelling and read-aloud techniques and children's librarian introducing materials purchased with grant funds.

Storytime programs for adults and children together were given by teachers and included

- a demonstration of techniques for encouraging children's participation in stories;
- a presentation of music and fingerplay activities;
- a demonstration of the use of a flannelboard to teach shapes, color, and counting and a demonstration of reinforcing of visual and dexterity skills through having the children make simple booklets to take home; and
- a demonstration of the use of puppets and stuffed animals in storytelling and an opportunity for the children to make a paper bag bear puppet to take home.

In addition to the eight programs, the grant underwrote establishment of a special reading readiness corner furnished with board and picture books, book/cassette sets, games and puzzles, puppets, and learning materials such as sequencing cards.

Kits for Parent and Child

Interactive kits for parents and children to explore together are as appropriate for preschoolers as for toddlers. Imaginative creations from three sources are described in this section. The entries are arranged alphabetically by place/system name. The sample content lists accompanying some descriptions reflect the differing amount of detail provided on checklists prepared to go with kits.

DeForest

Busy Bags, interactive reading readiness kits for parents and children to enjoy at home, evolved from DeForest Public Library's experience in providing Busy Boxes for child care centers. (Busy Boxes are described in the Kits for Care Providers and Teachers section of this chapter.) Like the boxes, the multimedia bags were theme- or concept-based but they contained fewer items. They were initially developed as part of a 1991-92 LSCA grant. An Innovative Funds grant from the school district was received during the same time and was combined with LSCA monies to create more than 240 Busy Bags; the funding source for each item was clearly indicated. The overwhelming popularity of the bags led to further LSCA grant funding in 1992-93 and underwrote production of 100 more bags. Library staff members solicited ideas for topics from early childhood and kindergarten teachers in the school district, child care providers, and parents of preschoolers who were active library users. Some of the bags were aimed at children in the primary grades. Toys and puppets frequently were purchased wholesale.

The Busy Bags were packaged in nylon-back, plastic-front bags from JanWay (see Appendix D). They circulated for a two-week period. The retail cost of the contents were clearly labeled on each bag. An overdue fine policy (with a limit) was instituted. Batteries for toys such as Speak-and-Spell were not included. Examples of Busy Bag contents included

- *Juggling for the Complete Klutz* by John Cassidy and B.C. Rimbeaux packaged with three foam rubber cubes;
- *My First Book of Sign* by Pamela Baker packaged with a doll with a hearing aid;
- *Spot Looks at Colors* by Eric Hill packaged with a small game using three colored marbles;
- *Time to...* by Bruce McMillan packaged with a toy watch; and
- *Ty's One-Man Band* by Mildred P. Walter packaged with a toy tambourine.

A 1992-93 LSCA grant from the category for services to special needs populations was closely related to reading readiness activities. DeForest Public Library staff members cooperated closely with the school district's Integrated Student Services staff and other personnel to develop the project. The grant funded the creation of one Busy Bag for each Chapter 1 child in the district. The children's interests were inventoried and a bag was created for each child based on stated interest. The children were given library cards prior to distribution of the bags. When the child returned the first bag to the library, other bags could be checked out.

The special needs grant also underwrote a further step in the library's effort to provide stimulating materials: the creation of "Keepers." These were learning activity bags, intended for parent and child to use together, which could be kept. Families signed contracts to do the Keeper activities with their children. Approximately 50 were available per week at the library for distribution to the general public on a first-come, first-served basis. Approximately 120 were delivered to the school each week of the academic year for Chapter 1 and early childhood students.

Paper bags printed with a special library logo held the Keepers. Contents of each cost 50 cents or less and made use of donated materials and very inexpensive items. The contents were selected with the philosophy that spending a short time with a

parent while exploring why or how something works is a valuable part of a child's intellectual development. Examples of Keeper bag content included

- a picture packaged with a pencil and piece of paper with the first sentence of a story about the picture and instructions to continue the story;
- Styrofoam airplane pieces to assemble and ten paper clips with instructions to observe how many clips can be attached to the plane before it is too heavy to fly;
- graph paper and pencil with instructions to make a map of the child's house and yard then bring the map to the library for display;
- a wooden top with instructions to notice its color, to spin it, to count the spins (and, for older children, information about the history of tops and centrifugal force); and
- one- and three-foot pieces of string, a ruler, and a list of things to measure around the house.

Keeper bags were assembled at the library by cognitively and emotionally disabled students from the middle and high school, an arrangement that added yet another dimension to successful public school/public library cooperation.

At the time *Read from the Start* was being written, the DeForest Public Library was compiling a descriptive Keeper book with suggestions for 52 weeks' worth of Keeper bags including details of contents and sources of supplies. The library planned to provide two copies of the book to each library system in the state.

Greenfield

Discovering Together: A Project for Parents and Preschoolers was designed by Greenfield Public Library staff to promote parent-child interaction. One component of the project was creation of 25 Discovery Kits and 25 Story Kits. The Discovery Kits consisted of puzzles, learning games, books, and book/cassette sets aimed at developing curiosity, divergent thinking, and imagination. The Story Kits were designed to continue or replicate activities from library storytimes and to enhance language development, imagination, and story sequence skills. They consisted of books, activity sheets, a lap-size flannelboard and figures for one story, and a child-size glove puppet. Discussions with parents of 2½- to 5-year-olds, a local teacher in the gifted and talented program, and a licensed day care provider helped library staff members in their planning.

The kits were fully cataloged. They were packaged in custom-printed totes purchased from Gaylord (see Appendix D). Dennison shipping tags size 5 were used to record identification information and barcoding. They were attached to the bags with a plastic Dennison Secur-A-Tach fastener. These items were purchased at a local office supply store. The entire label was covered with Vistafoil to keep it clean. Its kit number was written on the front of each book (for example, D14). Paperback books were covered with Vistafoil, hardbound books with Gaylord book covers. Audiocassettes were marked with the library name and kit number. Boxed games and puzzles were marked with a library label and kit number before the cover was reinforced and covered with Vistafoil. Unboxed items were marked with magic marker. In continuation plans, the project administrator recommended labelling each item in the kit with a part number (for example, D14-1). The library established a borrowing period of one week, and people were allowed to check out only one kit at a time.

In addition to newspaper releases about the kits and announcements on the public access cable television channel, the library also informed primary grade teachers, reading specialists, and parents of young children who were regular library users. In a library flyer targeted to older community residents, the kits also were described as a resource to enjoy with grandchildren.

Discovery Kit themes included

ABC	Circus	Counting
Animals	Colors	Dinosaurs

Food
Go Together
Growing
Hands
Houses
I Can Make
Matching
My Body
Neighborhood
Nursery Rhymes
Opposites
Rhymes
Seasons
Shapes
Strange Creatures
Things That Go
Time (see example below)
Words

Time

Books:
Carle, Eric. *Grouchy Ladybug*
Katz, Bobbi. *Tick Tock* (with clock)
Lloyd, David. *Stopwatch*

Realia:
Clock wooden puzzle
Clock-o-dial game

Northern Waters Library Service

Twenty system member libraries participated in the Northern Waters Kids-Time Kits grant project aimed at 3- and 4-year olds and their parents. The 1990 project combined the creation of 20 take-home reading activity kits for each library with an appearance by a guest storyteller at each of the libraries. The system contracted with Rob Reid (children's librarian at L.E. Phillips Memorial Library, Eau Claire) to present the 20 story programs which served to introduce parents to the new materials and to stimulate interest in sharing stories. Posters announcing the Kids-Time Kits were prepared by the system staff for each participating library. Each library undertook outreach efforts to introduce the kits to other adult caregivers in their communities and to encourage use of the kits in child care settings.

Local librarians recommended kit themes; system personnel placed orders and assembled kits. The kits were packaged in zippered canvas bags (see Appendix D). Each kit contained one or more activities, such as a puzzle, three or four books, and a book/cassette set. Themes were

Bedtime
Bugs
Colors
Dinosaurs
Eager Exploring
Family
Feelings
Five Senses
Food
Friends
Letters
Library
Manners
Music and Rhyme
New Baby
Numbers
Pets
Safety and Health
Time and Space
Transportation (see example next page)

The system headquarters staff prepared a flyer* outlining the kits' contents and stressing that the kits were not intended for a child to use without adult supervision. The flyer was widely distributed throughout the region.

Kids-Time Kits Continued was a similar grant project aimed at the interests of 4- and 5-year-olds and carried out by the Northern Waters Library Service in 1991-92. In addition to the creation of 20 kits for older children and their parents, the grant allowed the system to contract with Rob Reid to present a continuing education workshop for system member librarians on effective children's programming. This stimulated expansion of programs at the member libraries at the same time they were undertaking outreach efforts by introducing the new kits to individual parents and parent groups in their communities.

Kit themes used in the continuation project were

Bend and Stretch
Circus
Cooking
Games and Surprises
Gardens and Growing
Holidays and Fun Days
Individual Differences
Just for Fun
Our World
Practicing Manners
Scary Stuff
Scientific Stuff
Seasons
Starting School (see example below)
Staying Safe
Stories and Tales
When I Grow Up
Wings and Wheels
Wisconsin
Your Own Backyard

All 20 thematic kits were provided for each of the 18 participating member libraries. The kits were described in a flyer* prepared by the system staff.

Transportation

Books:
Crews. *Truck*
Fowler. *Mr. Little's Noisy Train*
Wheels Go Round (Poke and Look Books)

Activities:
Airplane puzzle
Train puzzle

Book/Cassette:
Down by the Station (Sing-a-Story Series)

Starting School

Books:
School.
School Days.
Morris Goes to School.
Arthur's Teacher Trouble.
Will I Have a Friend?
Starting School.

Activity:
School bus floor puzzle

Book/Cassette:
Teach Me Spanish

Collection and Service Enhancement

Expanded and improved library collections and program services often require seed money. The projects summarized in this section used infusions of grant funds to initiate responses to community needs. The 11 entries are arranged alphabetically by place name.

The resources listed in Appendixes C and D of this guide complement this section.

Boulder Junction

The Boulder Junction Public Library developed a grant application that addressed twin goals: decreasing heavy reliance on preschool storytime materials borrowed from the Northern Waters Library Service and updating and expanding its own inadequate collection of children's materials. Using grant funds, the library was able to purchase approximately 200 books, 25 books on tape, 25 videos, 25 filmstrips, 10 puppets, and 20 flannelboard kits. These items enriched weekly preschool story hours and provided a wider assortment of check-out options for individuals and for the local child care facility.

Brandon

The Brandon Public Library used volunteers to help present weekly storytimes for children ages 3 through 5. While the library director planned and supervised most of the story sessions during the 37-week series, the intergenerational program also depended on a variety of grandparents, retired persons, and teenagers as storytellers and readers. Grant funds were used to purchase of approximately 150 books for storytimes and for circulation, a filmstrip projector, a flannelboard, ten audiocassettes, five filmstrips, and five flannelboard story sets.

Outreach efforts to inform parents and other caregivers about library resources and reading readiness skills were implemented through presentations by the library director to the Rosendale-Brandon School District Early Childhood Program and local service organizations. Brief bibliographies of recommended early books and picture books were prepared as handouts at such meetings and at the library. These were printed by the Mid-Wisconsin Federated Library System's printing service.

Cobb

A desire to expand special services to children beyond existing summer library program activities and an acknowledgement that the children's book collection needed to be enlarged led the Cobb Public Library staff to develop a grant proposal focused on service to 3- to 5-year-olds. Grant funds were used to purchase approximately 180 books suitable for that age group.

To provide quality materials as a preschoolers' storytime was established, the staff selected holiday stories, nursery rhymes, poetry, popular read-aloud stories, and nonfiction on subjects such as nature and friendship. Puppets, recordings, a flannelboard and flannelboard story materials, and a filmstrip/slide projector and filmstrips also were purchased. Local child care providers and preschool staff members were involved in the selection of materials—as was the youth services consultant from the Southwest Wisconsin Library System—and they were encouraged to have their young charges participate in the nine-month series of storytimes. Each of the storytimes included a simple craft project.

Glendale

The North Shore Library—serving **Glendale, Bayside, Fox Point,** and **River Hills**—developed its Begin with the Basics reading readiness grant project to meet rapidly rising demands on its children's collection. Fill-rate data documented the need for more concept books and books in high-interest subjects. The children's librarian solicited project planning assistance from school media specialists, child care providers, and library patrons.

The library purchased approximately 360 books, representing approximately 290 titles, and created several subject bibliographies. The bibliographies were distributed to child care centers and parents. Copies also were sent to elementary schools since the terms of the grant, and the books selected, covered the age span preschool through grade 3. A special mailing to home-school families was made. The library invited all recipients to respond with information on the titles they used and to suggest subjects and titles to be considered for future purchase. The new materials were promoted as they were used in more than 20 storytimes at the library and at care centers.

Among the subject areas enriched by grant funds were Alphabet, Folk and Fairy Tales, Foods, Machines, Numbers, Sizes, and Seasons. The project administrator's recommendation for future activity was to concentrate on multiple copies of books that were sure to be popular rather than attempt adding large numbers of new titles.

Kenosha

Because the primary role of the **West Branch Library** of Kenosha Public Library was Preschoolers' Door to Learning, its staff built a professional collection of special storytime materials used for in-library programs and visits to preschools and child care centers. In response to increasing requests for on-site programs, the staff developed a grant proposal for creating a circulating collection of such materials and providing training in their use. Preschool teachers and child care workers would be able to make use of the materials to stimulate the reading readiness skills of their young enrollees.

A project coordinator, hired with grant funds, selected approximately 100 books with movable parts, 60 puppets, two magnetic board sets, and two flannelboards for the new collection. Materials for 50 flannelboard stories were custom-made through a contract with a former library employee. Custodial employees built two large and two small portable puppet stages. The puppets were divided into 21 story kits with easy-to-read, laminated scripts based on popular poems, stories, and folktales.

The project coordinator organized a series of three evening workshops and invited the city's preschool teachers, child care center staff members, and kindergarten teachers. The workshops were conducted by three area librarians and teachers with special expertise in fingerplays, flannelgraphs, and flap books; storytelling; and puppetry. At each workshop the newly purchased storytime materials were available for check-out. The workshops also served as training sessions for four volunteers recruited to supplement the time available for library staff members to present on-site story programs at care centers and preschools.

Marathon County

The Marathon County Public Library children's services staff developed the Kindergarten Contact Program in response to the fact that for many children kindergarten is the first formal contact they have with reading readiness activities. The staff also recognized that for many parents a child's entry into kindergarten is the first time they become actively involved in the child's education.

A project coordinator was hired to contact the 35 elementary schools in the county and schedule a time to visit each kindergarten classroom. There she presented an audience-participation story program designed to maximize positive audience response to books, reading, and library use. Similar programs were given in 22 preschools. Presentations focusing on parental involvement in reading readiness were made for Parent Teacher Organization forums at nine schools, Mother's Club meetings, and kindergarten orientation sessions. Library staff members and the project coordinator also presented storytelling workshops for kindergarten and preschool teachers representing 16 different institutions. At all events, library card application information was available and the variety of attractive circulating materials was highlighted. The library staff created and distributed "Get Set to Read,"* a brochure of hints to parents about reading readiness.

Grant funds were used to purchase approximately 250 books to strengthen the library's collection of books for pre-readers. These included Big Books, picture books, easy nonfiction, folktales, and poetry.

Milwaukee

The **Martin Luther King Branch Library** and **Zablocki Branch Library** of Milwaukee Public Library carried out a project designed to demonstrate to parents how toys and books can be utilized to develop reading readiness skills. Reference collections of educational toys targeted at 2- to 5-year-olds and their parents were established. Toys included items such as a giant peg board, puzzles, shape sorters, and number

dominos. Library staff prepared a catalog picturing the toys and describing their purposes and uses for parents to consult. Reference copies of a wide variety of catalogs from selected toy manufacturers and distributors also were available.

Related concept books were shelved with the toys and catalogs. They were described in a handout bibliography titled "Leading to Reading,"* arranged by category: alphabet, numbers, color, shape and size, comparisons, wordless, and rhythm and sound.

Head Start and child care center personnel, early childhood educators, and a toy consultant served as an advisory council to library staff as materials were selected. Librarians also visited and evaluated existing toy collections in other libraries.

The collections were introduced through kick-off events for parents. Featured were presentations by early childhood educators who discussed the reading readiness relevance of various toys and by librarians who discussed concept books.

Portage County

Hand in Hand: The Library and Daycares Together was the title of a countywide program aimed at increasing the reading readiness skills of preschoolers enrolled in day care centers and Head Start programs and at promoting the use of library resources to those agencies. Representatives of child care centers, Head Start, the Portage County Childcare Association, and the County-Community Human Services Department participated with Portage County Library staff members in planning the grant application.

One element of the grant was to provide deposit collections at 11 group day care sites and nine Head Start classrooms. Each received a collection of 50 paperback picture books. They were packed in plastic milk crates (available at most discount stores). They rotated monthly via the library's delivery service. To complement these resources, the library staff used grant funds to provide monthly story hours at each care center and classroom. They regularly distributed booklists and other handouts. For example, they gave children a coloring sheet and invited them to bring it to the library and exchange it for a special bookmark. Child care centers located in rural areas of the county also received a catalog from the Portage County MailBox Library and were encouraged to request books by mail.

The grant also funded purchase of more than 150 books for use in the monthly outreach story hours at care centers and classrooms. These books also were available for check-out to child care providers. In addition to books meant for reading aloud, the new purchases included craft, activity, and puppetry books and resource materials about using books with children.

Workshops for groups such as the Portage County Childcare Association, the Head Start Parent Program, and parenting classes at Midstate Technical College were other outreach efforts.

The success of this program led to a follow-up grant the next year that focused on the needs of licensed and certified family day cares. All were contacted with information about rotating collections of children's books available through the MailBox Library, and 28 care providers enrolled in the program. The collections contained five board books, five early readers, and—to minimize postal costs—just enough picture books to keep the total weight under five pounds.

The second grant also funded creation of eight puppet kits for circulation, two workshops, and a newsletter. The puppet kits were packaged in Highsmith boxes (see Appendix D). In addition to several puppets, the kits contained easy-to-use cardboard scenery, props, and a script. The library staff made most of the puppets and wrote original scripts based on folk and fairy tales in the public domain. A workshop on using the kits, choosing appropriate picture books for reading aloud, and how to develop a storytime was given by library staff for all interested child care providers. Librarians created a brochure titled "Put a Puppet on Your Paw"* for distribution at the workshop. A second workshop on puppetry and storytelling featured Susan Pagnucci

(see Appendix D) as the presenter. The staff initiated a bi-monthly newsletter, *Hand-in-Hand*★, which was distributed to child care facilities of all sizes and to other groups and individuals involved with early childhood education. It featured news about library programs, suggestions for simple crafts, and useful booklists.

Sayner

Expansion of library services to area child care centers and schools, enhancement of in-library programming, and increased awareness of library services were elements in the reading readiness grant implemented by the Plum Lake Women's Club Public Library in Sayner.

Based on requests from child care centers and schools and on the library's experience with existing storytimes for 3- to 5-year-olds, materials were purchased relating to popular subjects such as community helpers, counting, environment, family, holidays, letters, library, and numbers. Board books were purchased for a new toddler storytime. Puppets, flannelboard kits, literature-based videos, easy readers, and picture books were purchased for use with toddlers and older children. Library staff introduced the new materials in monthly outreach visits to the community's child care sites and schools, and a newsletter for these audiences was initiated. With the addition of more than 300 books, the library could supply a wider selection of resources for monthly bulk loans to two child care facilities and offer an improved choice to individual library patrons. Professional materials relating to programming also were purchased.

Sussex

Improved service to child care providers was the primary goal of the Pauline Haass Public Library in a collection expansion project. With input from preschool teachers and child care center staff members, the library staff was able to identify seasonal and special interest subjects.

The grant's project administrator selected approximately 430 books that would stimulate reading readiness skills. The subject areas supplemented were animals, careers, colors, counting, Christmas, dinosaurs, Easter, Halloween, Hanukkah, holidays, insects, nursery rhymes, opposites, seasons, senses, shapes, space, Thanksgiving, Valentine's Day, and weather. The following Big Books also were purchased for use in group activities in preschool settings.

Brown, Margaret Wise. *Goodnight Moon*
Crews, Donald. *Freight Train*
Dodds, Dayle Ann. *Wheel Away*
Fowler, Allan. *Hearing Things*
Fowler, Allan. *It Could Still Be a Mammal*
Fowler, Allan. *It Could Still Be a Tree*
Fowler, Allan. *It's a Good Thing There are Insects*
Freeman, Don. *Corduroy*
Reid, Barbara. *Sing a Song of Mother Goose*
Slobodkina, Esphyr. *Caps for Sale*
Tafuri, Nancy. *Have You Seen My Duckling?*

To introduce and reinforce strategies that foster reading readiness, librarians planned two workshops for child care center staff members, preschool teachers, and parents. These were presented by an early childhood educator and a child development teacher from Milwaukee Area Technical College. At the workshops the newly purchased materials were displayed and bibliographies for each of the subject areas were available. Bibliographies also were sent to all area child care facilities and were available at the library for any interested adult. The new materials were displayed, by subject, in the Children's Room.

A similar grant the following year served to enrich other subject areas. Because of modified grants guidelines, it encompassed not only preschool materials but extended through primary grade materials as well. The high-interest subject areas were identified through surveys of child care providers and elementary school teachers. They included alphabet, character traits (such as curiosity, kindness, and bravery), circus, emotions, family life, friendship, handicaps, imagination, language, problem solving, self concepts, trains, transportation, and zoos. The library's collections of board books, concept books, and Big Books also were enlarged.

Complementary workshops for child care personnel, teachers, and parents also were a component of the second year's grant. *Reading Aloud: Motivating Children to Make Books into Friends Not Enemies*, the Jim Trelease rental film was shown at two meetings (see Appendix D), the video *Reading to Your Children* (Curriculum Associates, 1992) from the library's own collection at a third. Both vehicles presented reading readiness philosophies and techniques of interest to adults who interact with preschoolers and emerging readers. Both addressed parents who might not realize the importance of reading to their children.

Two Rivers

A free-standing Reading Readiness Center within the Joseph Mann Public Library in Two Rivers was the end result of LSCA grant funding. The target audience was children ages 3 to 5 and their parents. The library's custodial staff built the shelving. Clear plastic Rubbermaid storage containers and clear polyethylene bags from Highsmith were used to hold the toys (see Appendix D).

Librarians selected concept books, cassette/book sets, and educational toys that would nurture reading readiness skills. Cassette players also were purchased and made available for circulation. Children's services and technical services staff members worked together to devise a cataloging/processing procedure. The materials were limited to check-out for home use by parent and child or for use in child care settings; playing with them in the library was prohibited.

At a workshop introducing the center and its contents, the children's librarian discussed reading readiness concepts, and the owner of a local educational toy store discussed the ways specific toys contribute to motor skills, sequencing, size and shape discrimination, and other developmental steps. The workshop was open to all interested adults and publicized through a special mailing to preschools and registered day care centers. A second workshop was presented by the children's librarian, who discussed the value of read-aloud habits, and a pre-kindergarten teacher, who described kindergarten screening and desired skills.

TARGETING BEGINNING READERS Chapter 5

Giving Reinforcement to Children Ages 5 through 8 Years

Introduction
Five Approaches

"In concentrating almost exclusively on teaching the child how to read, we have forgotten to teach him [or her] to want to read. And there is the key: desire. ... Desire weighs heavily in reading because, like throwing a baseball or playing the piano, it is an accrued skill; that is, the more you practice (read), the better you get at it; and the better you get at it, the more you like it; and the more you like it, the more you do it. But the practice comes first, and that won't occur without desire—which must be planted by parents and teachers who work at it."

—The New Read-Aloud Handbook

Introduction

Wisconsin's LSCA reading readiness grant category was expanded in the 1992-93 grant year to include programs benefitting children from birth *through grade 3*. This extension of the age range encouraged libraries to target children in the transitional period between being a non-reader who possesses reading readiness skills and being an independent reader. Materials marked with a star (★) are included in sampler notebooks (see page 4).

Five Approaches

The five grants described here approached services for children 5 years old and older in different ways, but patterns of close cooperation with other community agencies and institutions—schools, in all of these instances—and of emphasis on parental involvement clearly continued to be of significance. The descriptions appear alphabetically by place/system name.

Brown County

Recognizing that third grade finds most children poised between "learning to read" and "reading to learn," Brown County Library staff members developed a program that would actively promote books in third-grade classrooms. Data from the Brown County Literacy Council also influenced their decision. It revealed that most of its adult students read at a second or third grade level, an indication that they had stalled at that point in their learning process.

Grant funds allowed the library to purchase multiple copies of the 56 high-interest books which are listed on the following page. These were the foundation upon which outreach booktalk presentations were made at the 134 third grade classrooms in the county. At each 20- to 30-minute program, a librarian or trained volunteer used booktalks to introduce eight to ten fiction and nonfiction books. Each booktalk was a dynamic two- to three-minute sales pitch designed to encourage the students to read the book. The featured books were left for a month in the classroom so that students had immediate access to the books presented. Library card applications also were left along with bookmarks listing about 20 recommended titles and giving location information for all public libraries in the county. A more comprehensive bibliography was left for the teacher, and teachers and students all were asked to suggest the kinds of books about which they would like to hear more.

Working with school districts and county social service agencies, library staff members identified 40 at-risk third grade classrooms. Students from these classrooms had a chance to hear more booktalks during a field trip to their nearest public library. Films about well-known children's authors also were shown during these visits, and children had opportunities to check out materials using their own library cards.

Germantown

With a letter• distributed in all kindergarten classrooms, the final communique in the Duerrwaechter Memorial Library's series of pieces addressed to the children in its service area moved away from individual birthday cards and recognized a new stage in a child's life. (Other pieces in the series are described in Chapters 2, 3, and 4 of this guide.) The letter was signed with love from the Duerrwaechter children's librarian and the school librarians of the Germantown School District. Its text is given on page 92.

Keeping Third-Graders Excited about Reading

Fiction:

Adler, David. *Cam Jansen and the Mystery of the U.F.O.*
Adler, David. *Cam Jansen and the Mystery of the Babe Ruth Baseball*
Baker, Barbara. *Third Grade is Terrible*
Blume, Judy. *Freckle Juice*
Blume, Judy. *Tales of a Fourth Grade Nothing*
Cameron, Eleanor. *Julian's Glorious Summer*
Cameron, Eleanor. *The Stories Julian Tells*
Catling, Patrick S. *The Chocolate Touch*
Cleary, Beverly. *Henry and Beezus*
Clifford, Eth. *Harvey's Horrible Snake Disaster*
Etra, Jonathan. *Aliens for Breakfast*
Fleischman, Paul. *The Whipping Boy*
Gardiner, John. *Stone Fox*
Giff, Patricia. *Have You Seen Hyacinth Macaw?*
Giff, Patricia. *Left-Handed Shortstop*
Howe, James. *Bunnicula*
Hurwitz, Johanna. *The Adventures of Ali Baba Bernstein*
Hurwitz, Johanna. *Class Clown*
Jukes, Mavis. *Blackberries in the Dark*
King-Smith, Dick. *Fox Busters*
Kline, Suzy. *Herbie Jones and the Class Gift*
Kline, Suzy. *What's the Matter with Herbie Jones?*
Lawlor, Laurie. *How to Survive Grade 3*
LeGuin, Ursula. *Catwings*
Levy, Elizabeth. *Something Queer at the Haunted School*
Lowry, Lois. *Number the Stars*
Maccarone, Grace. *The Haunting of Grade 3*
MacLachlan, Patricia. *Sarah, Plain and Tall*
Marshall, James. *Fox Outfoxed*
Naylor, Phyllis Reynolds. *Shiloh*
Parks, Barbara. *Operation: Dump the Chump*
Parks, Barbara. *Skinnybones*
Peck, Richard. *Soup and Me*
Sachar, Louis. *Sideways Stories from Wayside School*
Saunders, Susan. *The Daring Rescue of Marion the Swimming Pig*
Sharmat, Marjorie. *Cooking Class* (Kids on the Bus series)
Smith, Robert Kimmel. *Chocolate Fever*
Taylor, Mildred. *The Friendship*
Taylor, Mildred. *The Gold Cadillac*
Taylor, Mildred. *Song of the Trees*
Waddell, Martin. *Harriet and the Haunted School*
Walter, Mildred Pitts. *Justin and the Best Biscuits in the World*
Warner, Gertrude. *The Boxcar Children*
Willard, Nancy. *The High Rise Glorious Skittle Skat*

Nonfiction:

Ballard, Robert. *Exploring the Titanic*
Blos, Joan. *The Heroine of the Titanic*
Cobb, Vickie. *Bet You Can!*
Cobb, Vickie. *Bet You Can't!*
Cole, Joanna. *Hungry, Hungry Sharks*
Cole, Joanna. *The Magic School Bus Inside the Earth*
Cole, Joanna. *The Magic School Bus Inside the Human Body*
Cole, Joanna. *The Magic School Bus Lost in the Solar System*
Donnelly, Judy. *The Titanic: Lost and Found*
Hagman, Ruth. *The Crow*
Pringle, Laurence. *Bearman*
Young, Ed. *Lon Po Po*

Congratulations!

Now that you are in kindergarten it is time for you to have your first library card. You will need a parent's permission and they will have to sign the application. Then we will give you your library card. Here are some important things you will need to remember:

1. You (and your parents) are responsible for everything you check out on your new card.
2. If you bring materials back late, you will have to pay a fine.
3. You must have a library card with you to be able to take home materials.
4. If you lose your card, it will cost $1.00 to replace it.
5. If you keep your library card and use it often, you will have many hours of pleasure.

We want you to grow up with books!

Manitowoc

The foundation of Manitowoc Public Library's Bridge to Reading grant was an expansion of its collection of books for beginning readers, ages 5 through 8. Approximately 500 books were selected and shelving was purchased to house the expanded collection. This action was coupled with a parent workshop on reading aloud and reading habits led by reading specialists from the school system, and a series of four family reading programs led by the library's children's services staff. The family programs introduced the newly purchased books, offered samples of stories to read together, and provided handout sheets on suggested crafts and other complementary activities. Each of the four sessions was built around a theme: Folktales and Fairy Tales, Fiction, Nonfiction, and Audiocassettes Related to Books.

Manitowoc-Calumet Library System

The Manitowoc-Calumet Library System's Story Wagon visits 13 rural sites each week in June and July presenting library programs and circulating books from the special Story Wagon collection. LSCA grant funds underwrote a thorough upgrading of the Story Wagon's beginning reader section. Approximately 170 easy reader and beginning chapter book titles were selected as appropriate for 6- to 8-year-old readers and multiple copies were ordered for a total of more than 900 new books. Among the books chosen for this age group were

Ackerman, Karen. *Song and Dance Man*
Aliki. *Milk from Cow to Carton*
Bonsall, Crosby. *Case of the Hungry Stranger*
Cole, Joanna. *Magic School Bus Inside the Earth*
Conford, Ellen. *What's Cooking, Jenny Archer?*
Cushman, Doug. *Aunt Eater's Mystery Vacation*
Delton, Judy. *Blue Skies, French Fries*
Elliott, Dan. *Grover Learns to Read*
Fowler, Allan. *Turtles Take Their Time*
Glaser, Linda. *Keep Your Socks on Albert*
Hall, Katy, and Linda Eisenberg. *Spacey Riddles*
Henkes, Kevin. *Shhhh*
Hoban, Lillian. *Arthur's Campout*
Keown, Elizabeth. *Emily's Snowball*
Levinson, Nancy. *Snowshoe Thompson*
McKissack, Patricia, and Frederick McKissack. *Bugs!*
Parsons, Alexandra. *Amazing Snakes*
Raber, Thomas. *Wayne Gretzky, Hockey Great*
VanLeeuwen, Jean. *Amanda Pig on Her Own*
Yep, Lawrence. *Curse of the Squirrel*

The system also purchased multiple copies of relevant books for parents.

Cullinan, Bernice. *Read to Me: Raising Kids Who Love to Read*
Graves, Ruth. *Reading is Fundamental: Guide to Encouraging Young Readers*
Lipson, Eden. *The New York Times Parents' Guide to the Best Books for Children*
Smith, Carl B. *The Curious Learner: Help Your Child Develop Academic and Creative Skills*
Trelease, Jim. *The New Read-Aloud Handbook*

The system distributed public service announcements and news releases to area daily and weekly newspapers to publicize the new materials. System staff members also promoted the project thorough a radio interview, displays at the system resource library, and special exhibits at Farm Progress Days and a Child Development Expo. An informational flyer for parents, "Tips for Parents: You Can Raise a Reader," was distributed through the Story Wagon, at all area public libraries, and at community events.

Marathon County

Building on the success of the original Stories To Go kits (see the Kits for Care Providers and Teachers section in Chapter 4), Marathon County Public Library extended the concept to meet the needs of elementary school teachers moving toward a whole language approach to teaching reading in their classrooms. The schools' new curricula used trade books as the basis of instruction, and the public library was viewed as an important resource to supplement the collections in school media centers. Library staff members selected 16 high-interest themes around which to build multimedia kits that would be valuable to teachers in kindergarten through grade 3 classrooms in addition to the preschool teachers and caregivers who were the target audience of the original grant. The new kit themes were

American Folktales
American Indians
Authors/Illustrators (see example next page)
Caldecott Award Books
Concepts
Ecology
Fairy Tales
Music
Newbery Award Books
Poetry
Recycling
Rivers, Seas, Oceans
Self-esteem
Space
Sports and Exercise
Woodland and Pond

A second component of the grant was adding five books of appeal to primary grade children to each of the original 24 kits to expand their range of use. The library produced a revised version of the "Stories To Go" descriptive booklet and promoted the enlarged collection of kits through news releases and workshops for child care providers and teachers. One example of an expanded kit is given on the next page.

Authors/Illustrators

Books:
- Cummings, Pat. *Talking with Artists*
- Ehlert, Lois. *Color Farm*
- Ehlert, Lois. *Eating the Alphabet*
- Ehlert, Lois. *Moon Rope*
- Ehlert, Lois. *Planting a Rainbow*
- Ehlert, Lois. *Red Leaf, Yellow Leaf*
- Henkes, Kevin. *Bailey Goes Camping*
- Henkes, Kevin. *Sheila Rae, the Brave*
- Henkes, Kevin. *Shhhh*
- Henkes, Kevin. *A Weekend with Wendell*
- Henkes, Kevin. *The Zebra Wall*
- McElmeel, Sharron. *An Author a Month for Pennies*
- Rylant, Cynthia. *All I See*
- Rylant, Cynthia. *Best Wishes*
- Rylant, Cynthia. *Henry and Mudge in Puddle Trouble*
- Rylant, Cynthia. *Miss Maggie*
- Rylant, Cynthia. *When I Was Young in the Mountains*

Big Book:
- Ehlert, Lois. *Feathers for Lunch*

Flannelboard:
- *Planting a Rainbow*

Idea Sheet:
- *Bailey Goes Camping*

Props:
- One mask

Puppets:
- Dog

Other:
- *Faces Magazine* "Incas"
- *Children's Authors and Illustrators, v. 3* by Barbara Allman et al.
- Dog hat pattern
- Laminated sheets with biographical information (Henkes 8; Ehlert 4)

Wild Animals - Additions

(Original kit described in the Kits for Care Providers and Teachers section of Chapter 4)

Books:
- Aardema, Verna. *Princess Gorilla and a New Kind of Water*
- Berliner, Franz. *Wildebeest*
- Cole, William. *A Zooful of Animals*
- Cuyler, Margery. *That's Good! That's Bad!*
- Eyewitness Visual Dictionaries. *Animals*

APPENDIXES Chapter 6

Appendix A: LSCA-funded Reading Readiness Grants in Wisconsin, 1987-88 through 1992-93

Appendix B: Resources for Parents

Appendix C: Professional Materials

Appendix D: Sources and Suppliers

Appendix E: Notes on Child Development as Related to Appropriate Early Literacy Activities in the Library

Appendix F: Glossary

Appendix A: LSCA-funded Reading Readiness Grants in Wisconsin, 1987-88 through 1992-93

Following is an alphabetic list of the libraries and library systems that carried out the federally funded grants upon which this publication is based. Each entry includes the grant number, dollar amount of the grant, and number of the page in this guide where the grant is described. Persons listed as project administrators may have left a library's staff since the time of a grant project.

In addition to more than 80 grants in the LSCA reading readiness category, seven reading readiness-related grants in the LSCA category for service to special needs populations are included in this list. They are marked with a dagger (†).

Arrowhead Library System (grant no. 92-103)
210 Dodge Street, Janesville, WI 53545-3809
Prime Time for Books: Information Campaign - $12,310 (p. 7)
Rose Mary Leaver, Project Administrator, (608) 758-6692

Baraboo Public Library (grant no. 91-122)
230 Fourth Avenue, Baraboo, WI 53913-0230
Connecting Preschool Children and Libraries - $16,299 (p. 76)
Miriam Thompson, Project Administrator, (608) 356-6166

Beloit Public Library (grant no. 91-124)
409 Pleasant Street, Beloit, WI 53511-6279
Promoting Emergent Literacy - $7,670 (p. 57)
Kate FitzGerald-Fleck, Project Administrator, (608) 364-2908

Brandon Public Library (grant no. 92-105)
117 East Main Street, P.O. Box 208, Brandon, WI 53919-0208
Across the Ages: An Intergenerational Storytime - $2,329 (p. 83)
Nancy Paul, Project Administrator, (414) 346-5415

Brown County Library (grant no. 89-113)
515 Pine Street, Green Bay, WI 54301-5194
Storytime for Babies - $8,648 (p. 20)
Susan DeClene, Project Administrator, (414) 448-4351

Brown County Library (grant no. 91-126)
515 Pine Street, Green Bay, WI 54301-5194
Start With a Story - $10,822 (p. 59)
Peter Angilello, Project Administrator, (414) 448-4351

Brown County Library (grant no. 93-130)
515 Pine Street, Green Bay, WI 54301-5194
Third Graders Stay Excited about Reading - $17,892 (p. 90)
Betsy Friese, Project Administrator, (414) 448-5351

Boulder Junction Public Library (grant no. 93-128)
Community Building, Hwy. M, P.O. Box 09, Boulder Junction, WI 54512-0009
Developing Reading Readiness - $5,500 (p. 82)
Barb Reimer, Project Administrator, (715) 385-2050

Cambria, Jane Morgan Public Library (grant no. 92-107)
109 West Edgewater Street, P.O. Box 477, Cambria, WI 53923-0477
Columbia County Reading Readiness Connection - $13,675 (p. 60)
Jeanne Radke, Project Administrator, (414) 348-4030

Cobb Public Library (grant no. 91-128)
109 Mifflin Street, P.O. Box 249, Cobb, WI 53526-0249
Preschool Story Hour - $3,223 (p. 83)
Mary Lou Fry, Project Administrator, (608) 623-2554

Dane County Library Service (grant no. 88-114)
201 West Mifflin Street, Madison, WI 53703-2597
Reading Readiness Resources for Children - $2,852 (p. 73)
Julie Chase, Project Administrator, (608) 266-6388

†**Dane County Library Service** (grant no. 88-74)
201 West Mifflin Street, Madison, WI 53703-2597)
Services for Children Enrolled in Head Start - $15,870 (p. 74)
Julie Chase, Project Administrator, (608) 266-6388

†**Dane County Library Service** (grant no. 89-19)
201 West Mifflin Street, Madison, WI 53703-2597
Intergenerational Literacy for Head Start Families - $11,725 (p. 74)
Julie Chase, Project Administrator, (608) 266-6388

DeForest Public Library (grant no. 91-130)
605 South Main Street, DeForest, WI 53532-1421
Picture Book Collection and Services to Day Care Providers - $7,835 (p. 62)
Janis Berg, Project Administrator, (608) 846-5482

DeForest Public Library (grant no. 92-109)
605 South Main Street, DeForest, WI 53532-1421
Picture Book Collection & Create "Busy Bags" - $6,270 (p. 63; p. 79)
Janis Berg, Project Administrator, (608) 846-5482

†**DeForest Public Library** (grant no. 93-78)
605 South Main Street, DeForest, WI 53532-1421
Services for Children with Special Needs - $12,978 (p. 79)
Janis Berg, Project Administrator, (608) 846-5482

DeForest Public Library (grant no. 93-132)
605 South Main Street, DeForest, WI 53532-1421
Story Hours and "Busy Bags" - $9,118 (p. 79)
Janis Berg, Project Administrator, (608) 846-5482

Delafield Public Library (grant no. 93-134)
500 North Genesee Street, Delafield, WI 53018-1895
Enhanced Services for Young Preschoolers - $5,991 (p. 47)
Margaret Gerber, Project Administrator, (414) 646-8986

Eau Claire, L.E. Phillips Memorial Library (grant no. 90-109)
400 Eau Claire Street, Eau Claire, WI 54701-3799
Partners in Reading Readiness - $ 6,470 (p. 57)
Rob Reid, Project Administrator, (715) 839-5007

Eau Claire, L.E. Phillips Memorial Library (grant no. 91-132)
400 Eau Claire Street, Eau Claire, WI 54701-3799
Partners: Parents, Child Care Providers, The Library - $10,649 (p. 76)
Rob Reid, Project Administrator, (715) 839-5007

Germantown, Duerrwaechter Memorial Library (grant no. 88-116)
N112 W16879 Mequon Road, Germantown, WI 53022-3207
Hour-A-Day: A Program for Preschoolers - $4,275 (p. 17; p. 43; p. 77; p.90)
Judy Busack, Project Administrator, (414) 251-5730

Germantown, Duerrwaechter Memorial Library (grant no. 89-115)
N112 W16879 Mequon Road, Germantown, WI 53022-3207
Hour-A-Day: A Program for Preschoolers - $2,659 (p. 17; p. 43)
Judy Busack, Project Administrator, (414) 251-5730

Germantown, Duerrwaechter Library (grant no. 90-111)
N112 W16879 Mequon Road, Germantown, WI 53022-3207
Hour-A-Day: A Program for Preschoolers - $ 4,462 (p. 17)
Judy Busack, Project Administrator, (414) 251-5730

Germantown, Duerrwaechter Public Library (grant no. 91-134)
N112 W16879 Mequon Road, Germantown, WI 53022-3207
Board Book and Book/Cassette Collection - $2,000 (p. 17)
Judy Busack, Project Administrator, (414) 251-5730

Glendale, North Shore Library (grant no. 93-136)
6800 North Port Washington Road, Glendale, WI 53217-3920
Begin with the Basics - $6,285 (p. 83)
Linda Madlung, Project Administrator, (414) 351-3461

Green Lake, Caestecker Public Library (grant no. 92-111)
501 Mill Street, P.O. Box 278, Green Lake, WI 54941-0278
Raising Readers - $6,897 (p. 8)
Naomi Thomas, Project Administrator, (414) 294-3572

Greenfield Public Library (grant no. 89-117)
7215 West Coldspring Road, Greenfield, WI 53220-2963
A Project for Parents and Preschoolers - $3,529 (p. 80)
Terri Delke, Project Administrator, (414) 321-9595

Hillsboro Public Library (grant no. 93-138)
819 High Street, Hillsboro, WI 54634-0468
Discovering Together - $3,555 (p. 45)
Debra Lambert, Project Administrator, (608) 489-2192

Indianhead Federated Library System (grant no. 89-119)
3301 Golf Road, Suite 101, Eau Claire, WI 54701-8017
Reading Readiness Staff Training Project - $19,855 (p. 32)
Sandra Robbers, Project Administrator, (715) 839-5082

Indianhead Federated Library System (grant no. 90-113)
3301 Golf Road, Suite 101, Eau Claire, WI 54701-8017
Beginning With Books - $ 8,240 (p. 18; p. 39)
Sandra Robbers, Project Administrator, (715) 839-5082

Iola Public Library (grant no. 92-113)
180 South Main Street, Iola, WI 54945-9689
Bear Facts Kits Reading Readiness Kits to Go - $2,435 (p. 46)
Elizabeth Berkholtz, Project Administrator, (715) 445-4330

†**Kenosha Public Library** (grant no. 88-76)
7979 38th Avenue, Kenosha, WI 53142-2199
Circulating Developmental Toy Collection - $4,998 (p. 49)
Kathleen Thomson, Project Adminstrator, (414) 595-3740

Kenosha Public Library (grant no. 90-115)
7979 38th Avenue, Kenosha, WI 53142-2199
Reading Readiness Resources - $4,750 (p. 84)
Kathleen Thomson, Project Administrator, (414) 595-3740

La Crosse Public Library (grant no. 90-117)
800 Main Street, La Crosse, WI 54601-4122
Tote 'N' Tell Reading Readiness Bags - $5,838 (p. 63)
Cynthia Mischnick, Project Administrator, (608) 784-8623

Lake Geneva Public Library (grant no. 88-118)
918 Main Street, Lake Geneva, WI 53147-1899
The Parent Role - $2,000 (p. 41)
Gail Pachucki, Project Administrator, (414) 248-8311

Lakeshores Library System (grant no. 88-120)
730 Wisconsin Avenue, Racine, WI 53404-1274
Storytime Training - $3,508 (p. 32)
Thomas Hennen, Project Administrator, (414) 636-9211

Madison Public Library (grant no. 88-122)
201 West Mifflin Street, Madison, WI 53703-2597
Multi-Media Kits for Preschool Storytimes - $4,268 (p. 36)
Barbara Dimick, Project Administrator, (608) 266-6345

Manitowoc Public Library (grant no. 88-124)
808 Hamilton Street, Manitowoc, WI 54220-5390
Development of a Toy Library - $4,830 p. 50)
Susan Hagen, Project Administrator, (414) 683-4863

Manitowoc Public Library (grant no. 89-123)
808 Hamilton Street, Manitowoc, WI 54220-5390
Reading Aloud: Materials for Parents of Newborns - $3,000 (p. 18)
Susan Hagen, Project Administrator, (414) 683-4863

Manitowoc Public Library (grant no. 90-119)
808 Hamilton Street, Manitowoc, WI 54220-5390
Reading Readiness Outreach Service - $15,500 (p. 64)
Susan Hagen, Project Administrator, (414) 683-4863

Manitowoc Public Library (grant no. 93-142)
808 Hamilton Street, Manitowoc, WI 54220-5390
Bridge to Reading - $5,409 (p. 92)
Julie Falat, Project Administrator, (414) 683-4863

Manitowoc-Calumet Library System (grant no. 91-136)
808 Hamilton Street, Manitowoc, WI 54220-5390
Reading Readiness for Rural Children - $8,948 (p. 50)
Carol Gibson, Project Administrator, (414) 683-4863

Manitowoc-Calumet Library System (grant no. 93-140)
808 Hamilton Street, Manitowoc, WI 54220-5390
Easy Readers: Reaching Rural Children - $10,259 (p. 92)
Carol Gibson, Project Administrator, (414) 683-4863

Marathon County Public Library (grant no. 88-126)
400 First Street, Wausau, WI 54401-5473
Information and Materials for Parents of Newborns - $1,332 (p. 18; p. 23)
Diane Peterson, Project Administrator, (715) 847-5400

Marathon County Public Library (grant no. 88-128)
400 First Street, Wausau, WI 54401-5473
Toddler Storytimes - $6,360 (p. 51)
Sonja Nelson, Project Administrator, (715) 847-5400

Marathon County Public Library (grant no. 90-121)
400 First Street, Wausau, WI 54401-5473
Kindergarten Contact - $10,671 (p. 84)
Sonja Nelson, Project Administrator, (715) 847-5400

Marathon County Public Library (grant no. 91-138)
400 First Street, Wausau, WI 54401-5473
Stories To Go - $10,026 (p. 65)
Sonja N. Ackerman, Project Administrator, (715) 847-5400

Marathon County Public Library (grant 93-144)
400 First Street, Wausau, WI 54401-5473
Stories To Go II - $13,162 (p. 65; p. 93)
Sonja N. Ackerman, Project Administrator, (715) 847-5400

Merrill, T.B. Scott Free Library (grant no. 89-139)
106 West First Street, Merrill, WI 54452-2398
Promoting Reading Readiness - $3,833 (p. 18; p. 66)
Karen Algire, Project Administrator, (715) 536-7191

Middleton Public Library (grant no. 92-115)
7425 Hubbard Avenue, Middleton, WI 53562-3117
Resources for Day Care Centers and Preschools - $6,598 (p. 75)
Sharon Grover, Project Administrator, (608) 831-5564

Mid-Wisconsin Library System (grant no. 91-140)
460 Cedar Street, Fond du Lac 54935-5510
Ready, Set, Read Kits - $6,499 (p. 66)
Eugene G. McLane, Project Administrator, (414) 922-6899

Milwaukee Public Library (grant no. 88-130)
814 West Wisconsin Avenue, Milwaukee, WI 53233-2385
Reading Readiness - $1,600 (p. 77)
Jane Botham, Project Administrator, (414) 278-3020

Milwaukee Public Library (grant no. 88-132)
814 West Wisconsin Avenue, Milwaukee, WI 53233-2385
Reading Readiness: A Sound Approach - $2,000 (p. 23)
Jane Botham, Project Administrator, (414) 278-3020

Milwaukee Public Library (grant no. 88-134)
814 West Wisconsin Avenue, Milwaukee, WI 53233-2385
Right From the Start: Reading Readiness Workshops - $1,957 (p. 21; p. 41)
Jane Botham, Project Administrator, (414) 278-3020

Milwaukee Public Library (grant no. 88-136)
814 West Wisconsin Avenue, Milwaukee, WI 53233-2385
Toys and Books for Reading Readiness - $1,360 (p. 84)
Jane Botham, Project Administrator, (414) 278-3020

Milwaukee Public Library (grant no. 89-125)
814 West Wisconsin Avenue, Milwaukee, WI 53233-2385
Infant/Parent Programs in Hospital/Library Settings - $6,000 (p. 21)
Jane Botham, Project Administrator, (414) 278-3020

Milwaukee Public Library (grant no. 89-127)
814 West Wisconsin Avenue, Milwaukee, WI 53233-2385
Library Link: Family Day Care and Reading Readiness - $4,000 (p. 58)
Jane Botham, Project Administrator, (414) 278-3020

Milwaukee Public Library (grant no. 90-123)
814 West Wisconsin Avenue, Milwaukee, WI 53233-2385
Reading Readiness for Family Daycare Providers - $14,942 (p. 58)
Jane Botham, Project Administrator, (414) 278-3020

Milwaukee Public Library (grant no. 91-142)
814 West Wisconsin Avenue, Milwaukee, WI 53233-2385
Reading Aloud at Meal Sites - $10,000 (p. 34)
Jane Botham, Project Administrator, (414) 278-3020

Milwaukee Public Library (grant no. 92-117)
814 West Wisconsin Avenue, Milwaukee, WI 53233-2385
Preschool Outreach Learning Kits (POLK) - $15,000 (p. 67)
Bernadine Martin, Project Administrator, (414) 278-3020

Mineral Point Public Library (grant no. 90-125)
137 High Street, Mineral Point, WI 53565-1207
Multi-Media Story Time Kits - $ 4,246 (p. 69)
Barbara Polizzi, Project Administrator, (608) 987-2447

Monona Public Library (grant no. 92-119)
1000 Nichols Road, Monona, WI 53716-2531
Kits for Kids - $4,995 (p. 70)
Phyllis Unmacht, Project Administrator, (608) 222-6127

Muskego Public Library (grant no. 92-121)
W182 S8200 Racine Avenue, P.O. Box 903, Muskego, WI 53150-0903
Road Shows - $5,465 (p. 71)
Penny Halle, Project Administrator, (414) 679-4120

Northern Waters Library Service (grant no. 88-138)
3200 East Lakeshore Drive, Ashland, WI 54806-2510
Bringing Up Baby With Books - $10,620 (p. 51)
Joan Airoldi, Project Administrator, (715) 682-8027

Northern Waters Library Service (grant no. 89-129)
3200 East Lakeshore Drive, Ashland, WI 54806-2510
Opening Library Doors To Toddlers - $7,277 (p. 37)
Joan Airoldi, Project Administrator, (715) 682-8027

Northern Waters Library Service (grant no. 90-127)
3200 East Lakeshore Drive, Ashland, WI 54806-2510
Bringing Books and Day Care Children Together - $ 9,690 (p. 51)
David Pauli, Project Administrator, (715) 682-8027

Northern Waters Library Service (grant no. 90-129)
3200 East Lakeshore Drive, Ashland, WI 54806-2510
Sharing Reading Readiness: Kids-Time Kits - $15,903 (p. 81)
Joan Airoldi, Project Administrator, (715) 682-8027

Northern Waters Library Service (grant no. 92-123)
3200 East Lakeshore Drive, Ashland, WI 54806-2510
Kids-Time Kits Continued - $16,120 (p. 81)
Joan Airoldi, Project Administrator, (715) 682-8027

Northern Waters Library Service (grant no. 93-146)
3200 East Lakeshore Drive, Ashland, WI 54806-2510
Let's Get Together Kits for Caregivers - $17,680 (p. 71)
Joan Airoldi, Project Administrator, (715) 682-8027

Oregon Public Library (grant no. 92-125)
219 Park Street, Oregon, WI 53575-1543
Oregon & Verona Preschool Outreach Program - $5,429 (p. 75)
Susan Baumgartner, Project Administrator, (608) 835-3656

Platteville Public Library (grant no. 90-131)
65 South Elm Street, Platteville, WI 53818-3139
Experiences in Reading Readiness - $3,280 (p. 52)
Carolyn Harry, Project Administrator, (608) 348-7441

Polk County Library Federation (grant no. 89-131)
215 Main Street, P.O. Box 217, Balsam Lake, WI 54810-0217
Reading Readiness Labs - $7,699 (p. 47)
Algene Carrier, Project Administrator, (715) 485-3441

Portage County Public Library (grant no. 88-140)
1001 Main Street, Stevens Point, WI 54481-2860
Growing and Reading: A Reading Readiness Project - $4,905 (p. 41)
Elizabeth Vollrath and Laurie Bauck, Project Administrators, (715) 346-1548

†**Portage County Public Library** (grant no. 89-35)
1001 Main Street, Stevens Point, WI 54481-2860
Library Link with Disadvantaged Preschoolers - $6,235 (p. 42)
Elizabeth Vollrath, Project Administrator, (715) 346-1548

Portage County Public Library (grant no. 89-133)
1001 Main Street, Stevens Point, WI 54481-2860
Babies and Books: Promoting Reading Readiness - $1,185 (p. 19; p. 22)
Mary Whittington, Project Administrator, (715) 346-1548

Portage County Public Library (grant no. 90-133)
1001 Main Street, Stevens Point, WI 54481-2860
Hand in Hand: The Library and Daycares Together - $10,587 (p. 85)
Elizabeth Vollrath, Project Administrator, (715) 346-1548

Portage County Public Library (grant no. 91-146)
1001 Main Street, Stevens Point, WI 54481-2860
Together for Reading Readiness - $6,596 (p. 85)
Elizabeth Vollrath, Project Administrator, (715) 346-1548

St. Croix County Library Service (grant no. 91-148)
600 Davis Street, P.O. Box 518, Hammond, WI 54015-0518
Reach Out to Reading Readiness - $2,892 (p. 75)
Deborah J. Paulson, Project Administrator, (715) 796-5490

St. Croix Falls Public Library (grant no. 93-148)
210 North Washington Street, P.O. Box 549, St. Croix Falls, WI 54024-0549
I Can Read Project - $1,804 (p. 53)
Norma Carlson, Project Administrator, (715) 483-1777

Sayner, Plum Lake Woman's Club Library (grant no. 92-127)
239 Highway 155, P.O. Box 99, Sayner, WI 54560-0099
Expanding Reading Readiness - $4,600 (p. 86)
Ida Nemec, Project Administrator, (715) 542-2020

South Central Library System (grant no. 88-142)
2317 International Lane, Suite 102, Madison, WI 53704-3129
Encouraging Families to Read Aloud - $5,690 (p. 42)
William Rettig, Project Administrator, (608) 246-7970

South Central Library System (grant no. 89-135)
2317 International Lane, Suite 102, Madison, WI 53704-3129
Connecting Child Care Agencies and Parents - $5,476 (p. 42)
William Rettig, Project Administrator, (608) 246-7970

South Central Library System (grant no. 89-137)
2317 International Lane, Suite 102, Madison, WI 53704-3129
Creating a Read Aloud Video - $11,240 (p. 19; p. 22)
William Rettig, Project Administrator, (608) 246-7970

†**South Central Library System** (grant no. 92-31)
2317 International Lane, Suite 102, Madison, WI 53704-3129
Building Literacy Networks - $3,167 (p. 22)
Barbara Huntington, Project Administrator, (608) 246-7970

Southwest Wisconsin Library System (grant no. 92-129)
1775 Fourth Street, Fennimore, WI 53809-1137
Reading Readiness: Storytime Kits - $7,801 (p. 38)
James Wroblewski, Project Administrator, (608) 822-3393

Sussex, Pauline Haass Public Library (grant no. 92-131)
N64 W23760 Main Street, Sussex, WI 53089-3120
Seasonal and Special Subject Supplements - $6,719 (p. 86)
Judy Hoeppner, Project Administrator, (414) 246-5180

Tomah Public Library (grant no. 90-135)
716 Superior Avenue, Tomah, WI 54487-2098
Ready Set Read - $ 3,663 (p. 78)
Virginia Weiner, Project Administrator, (608) 372-4569

Two Rivers, Joseph Mann Public Library (grant no. 89-121)
1516 16th Street, Two Rivers, WI 54241-3093
Reading Readiness Center - $3,885 (p. 87)
Elsie Heitkemper, Project Administrator, (414) 793-5585

Verona Public Library
See Oregon Public Library

Waukesha Public Library (grant no. 88-106)
321 Wisconsin Avenue, Waukesha, WI 53186-4786
Special Children Special Needs - $10,214 (p. 53)
Sandra Cope, Project Administrator, (414) 524-3680

Waukesha Public Library (grant no. 92-133)
321 Wisconsin Avenue, Waukesha, WI 53186-4786
Books for Infants - $4,900 (p. 19; p. 23)
Maureen Holmes, Project Administrator, (414) 524-3680

Waunakee Public Library (grant no. 91-150)
710 South Street, Waunakee, WI 53597-1638
Reading Readiness Resource - $4,176 (p. 72)
Agnes Steichen, Project Administrator, (608) 849-4217

Westfield, Ethel Everhard Memorial Library (grant no. 90-137)
108 East Third Street, Westfield, WI 53964-0355
Read From the Start - $ 6,892 (p. 43)
Bonita Dresen, Project Administrator, (608) 296-2544

Winnefox Library System (grant no. 91-152)
40 Wisconsin Street, Oshkosh, WI 54901-4985
Story Starters - $10,114 (p. 35)
Sally Gilson and Sarah McCarville, Project Administrators, (414) 236-5207

Wisconsin Valley Library Service (grant no. 88-144)
400 First Street, Wausau, WI 54401-5473
Promoting Reading Readiness Awareness - $6,940 (p. 35)
Linda Orcutt, Project Administrator, (715) 847-5550

Appendix B: Resources for Parents

Recommendations found in the descriptions of reading readiness projects carried out in Wisconsin public libraries are listed here together with additional recommendations from the advisory committee for this guide and its compiler. Materials about child development in general are included along with materials more narrowly focused on stimulating and nurturing reading readiness skills. Some of these titles may no longer be in print. New editions of some may be on the market or in preparation.

Although this list is addressed to the needs of parents, many of the books also will be of interest and practical value to librarians as they plan and implement reading readiness programs and other library programs. Many can be shared with child care providers and early childhood teachers. Books marked with a **P** were specifically cited by various librarians as valuable in the planning stages of their reading readiness grants.

Alvino, James. *Parents' Guide to Raising a Gifted Toddler: Recognizing and Developing the Potential of Your Child from Birth to Five Years.* Little, 1989
Information, insights, booklists, and recommendations for parents of gifted children are presented.

American Printing House for the Blind. *On the Way to Literacy.* American Printing House for the Blind, 1993
This kit provides basic information and activities to enhance the development of literacy in the young blind or visually impaired child. It consists of a print handbook for parents and teachers and ten tactile/visual storybooks to be read to young children. The storybooks are in Braille and print; they feature tactile as well as visual illustrations.

Amerikaner, Susan. *101 Things to Do to Develop Your Child's Gifts and Talents.* Tom Doherty, 1989
This material is designed to promote thinking and imaginative skills in every child; volume one covers ages 3 through 6, volume two ages 6 through 9.

Ames, Louise, Frances Ilg, and Carol C. Haber. *Your One-Year Old: The Fun-Loving, Fussy 12 to 24 Month Old.* Delacorte, 1982
The author details the various stages of development between 12 and 24 months of age.

Ames, Louise. *Your Two-Year-Old.* Dell, 1980
P Practical insights and advice are offered on the development and behavior of 2-year-olds.

Balter, Lawrence, and Anita Shreve. *Dr. Balter's Child Sense: Understanding and Handling the Common Problems of Infancy and Early Childhood.* Poseidon, 1987
Techniques and solutions for specific childhood problems are discussed by a child psychologist.

Baroody, Arthur J. *Children's Mathematical Thinking.* Teachers College, 1987
Aimed at preschool, primary, and special education teachers, this book outlines a developmental framework.

Bettelheim, Bruno. *The Uses of Enchantment: The Meaning and Importance of Fairy Tales.* Knopf, 1976

This classic work explores the importance of fairy tales for children's education, imagination, and emotional growth.

Bettelheim, Bruno, and Karen Zelan. *On Learning to Read: The Child's Fascination with Meaning.* Knopf, 1981
The authors explore the importance of reading and literacy in children's creative lives, how they extend imagination and emotion, and how educational systems can discourage literacy through ineffective methods.

Boegehold, Betty. *Getting Ready to Read.* Ballantine, 1984
P The developmental stages of children from infancy through age 6 are linked with practical activities, games, and experiences that lay the necessary foundation for reading.

Brazelton, T. Berry. *Infants and Mothers: Differences in Development.* Delta, 1983
This month-by-month discussion of development and behavior during a child's first year of life takes into account differences between children.

Brazelton, T. Berry. *On Becoming a Family: The Growth of Attachment.* Delacorte, 1981
Ideas and research on parent-child bonding are presented.

Brazelton, T. Berry. *Toddlers and Parents: A Declaration of Independence.* Delta, 1989
The author examines the struggle for self mastery and independence which characterizes children between the ages of 1 and 3.

Brenner, Barbara. *The Preschool Handbook: Making the Most of Your Child's Education.* Pantheon, 1990
This handbook is useful in deciding between home care and preschool and includes advice on how to choose a school.

Brown, Laurie Krasny. *Baby Time: A Grownup's Handbook to Use with Baby.* Knopf, 1989
Sound suggestions—useful for children and teenagers who babysit as well as for parents—about guiding babies into activities that help their overall development.

Buchenholz, Gretchen. *Teach Your Child with Games.* Simon & Schuster, 1984
This illustrated collection of educational games was prepared with assistance from experienced nursery school teachers.

Burck, Frances. *Babysense: A Practical and Supportive Guide to Baby Care.* St. Martins, 1991
"Everything" a parent needs to know about bringing up a baby during the first year is covered.

Butler, Dorothy. *Babies Need Books: How Books Can Help Your Child Become a Happy and Involved Human Being.* Atheneum, 1985
P The author names specific books, suggests when and how to use them, and relates her reasons to the developmental stages of a child's growth in this parents' guide to selecting and sharing books with children from birth to school age.

Butler, Dorothy, and Marie Clay. *Reading Begins at Home.* rev. ed. Heinemann, 1987
A brief narration describes how parents can prepare children for reading before they go to school.

Caplan, Theresa, and Frank Caplan. *The Early Childhood Years: The 2 to 6 Year Old.* Putnam, 1983
P Child development facts, growth charts, raising twins, and directions for making wooden block sets for various age groups are among the topics covered.

Cascardi, Andrea. *Good Books to Grow On: A Guide to Building Your Child's Library from Birth to Age Five.* Warner, 1985.
This helpful handbook provides advice to parents about children and reading.

Cole, Ann. *I Saw a Purple Cow and 100 Other Recipes for Learning.* Little, 1972
This early learning book features simple projects and activities and ideas for math and reading readiness.

Copperman, Paul. *Taking Books to Heart: How to Develop a Love of Reading in Your Child.* Addison-Wesley, 1986
The author presents techniques for parental reading aloud to lay a foundation for a child's eventual success at reading.

Cullinan, Bernice. *Read to Me: Raising Kids Who Love to Read.* Scholastic, 1992
Here are tips on attracting children to reading plus a list of popular read-alouds for children in preschool to upper grades.

Diagram Group. *Child's Body: An Owners' Manual.* Bantam, 1979
Designed for first-time parents, the book covers subjects likely to be encountered in child raising.

Dodson, Fitzhugh. *Your Child: Birth to Age 6.* Simon & Schuster, 1986
This comprehensive child development guide also includes health care and methods of discipline.

Eden, Alvin. *Positive Parenting: How to Raise a Happier and Healthier Child (From Birth to Three Years).* New American Library, 1982
The author discusses how parents can participate more directly and positively in their child's physical, emotional, and intellectual development.

Einon, Dorothy. *Play with a Purpose: Learning Games for Children Six Weeks to Ten Years.* Pantheon, 1985
Practical tips on games, toys, books, and activities that stimulate a child's ability to learn are presented.

Faggella, Kathy. *Alphabet Arts.* First Teacher, 1987
Teaching and learning letters through sensory experiences are described.

Fisher, John. *Toys to Grow With—Infants and Toddlers.* Putnam, 1986
Subtitled *Endless Play Ideas that Make Learning Fun*, this illustrated guide is of practical value to parents and other caregivers.

Friedes, Harriet. *The Preschool Resource Guide: Educating and Entertaining Children Aged Two through Five.* Plenum, 1993
In this practical book for parents, librarians, and nursery school and child care center staffs, seven chapters describe resources for preschool children: audio recordings, books, book clubs, computer software, magazines, toys and games, and videocassettes. Four additional chapters describe resources for adults: books, magazines, professional association, and free or inexpensive materials.

Galinsky, Ellen, and Judy David. *The Preschool Years: Family Strategies That Work—From Experts and Parents.* Ballantine, 1991
The authors share problem-solving strategies to issues common with 2- to 5-year-olds.

Gilbert, LaBritta. *I Can Do It, I Can Do It—135 Successful Independent Learning Activities.* Gryphon, 1984
Written for teachers but useful for parents as well, the learning games and activities described build skills in preschoolers.

Gillis, Jack, and Mary Ellen Fise. *The Childwise Catalogue: A Consumer Guide to Buying the Safest and Best Products for Your Children.* Harper, 1993
Brand-specific recommendations to products and services for parents of children ages birth to 5 are provided.

Glazer, Susan. *Getting Ready to Read: Creating Readers from Birth Through Six.* Prentice-Hall, 1980
Parents, librarians, and teachers will find helpful descriptions of expected growth patterns between birth and age 7 together with age-appropriate activities that serve as stimuli for developing reading skills.

Goldstein, Robin, and Janet Gallant. *Everyday Parenting: The First Five Years.* Penguin, 1990
Responses to ninety frequently asked questions from parents are given.

Graves, Ruth, ed. *The RIF Guide to Encouraging Young Readers: A Fun-filled Sourcebook of Over 200 Favorite Reading Activities of Kids and Parents From Across the Country.* Doubleday, 1987
This guide includes games and activities to motivate reading.

Green, Diana Huss, ed. *Parents' Choice: A Sourcebook of the Very Best Products to Educate, Inform, and Entertain Children of All Ages.* Andrews and McMeel, 1994
Edited by the founder and editor of *Parents' Choice Magazine*, this guide covers toys and games, books, home videos, audiocassettes, computer programs, and magazines.

Gross, Jacquelyn. *Make Your Child a Lifelong Reader: A Parent-guided Program for Children of All Ages Who Can't, Won't, or Haven't Yet Started to Read.* St. Martin, 1986
P This practical guide discusses goals and suggestions to help parents encourage their kids to read.

Haas, Carolyn. *Look at Me.* Independent Publishers, 1987
Creative learning activities for babies and toddlers are described in this practical guide of interest to caregivers.

Hagstrom, Julie, and Joan Morrill. *Games Babies Play and More Games Babies Play: A Handbook of Games to Play with Infants.* Pocket, 1984
Infants and parents alike will be pleased by this collection of activities.

Harrison, Helen. *The Premature Baby Book: A Parents' Guide to Coping and Caring in the First Years.* St. Martin, 1983
Parents who have a premature infant will find this comprehensive guide to be of great value.

Hauser, Jill F. *Learning and Loving to Read: The Breakthrough That Ushers Your Child into the Fantastic World of Reading Through Play.* Learning Excellence, 1990
Parents can follow the author's child-centered teaching methods to build reading skills and pleasure in reading. Perforated, removable pages contain materials such as letter cards and games to accompany suggested activities. A bibliography of recommended books is included.

Herne, Betsy. *Choosing Books for Children: A Commonsense Guide.* Delacorte, 1981
The author has created a guide for parents in selecting and sharing books in the bookstore, library, and home. She offers simple, concise guidelines for the selection of preschool picture books, easy-to-reads, humorous storybooks, nonfiction, poetry, and young adult fiction.

Jett-Simpson, Mary. *Adventuring with Books: A Booklist for Pre-kindergarten through Grade 6.* National Council of Teachers of English, 1989
Developed by a Wisconsin educator, this list of books has been selected for literary and artistic merit, is arranged by subject, and includes recommended age levels.

Jett-Simpson, Mary. *Reading Resource Book: Parents and Beginning Reading.* Humanics Limited, 1986
The author provides an overview of children's language development, suggestions for games that enhance reading skills, ideas for establishing a reading environment in the home, and lists of recommended books for babies to beginning readers.

Johnson, Doris M. *Children's Toys and Books: Choosing the Best for All Ages from Infancy to Adolescence.* Scribner, 1982
The importance of play, the value of toys, and suggestions for choosing appropriate toys, games, and books for all ages are discussed.

Jones, Sandy. *Learning for Little Kids: A Parent's Sourcebook for the Years 3 to 8.* Houghton Mifflin, 1979
Advice and recommendations on all aspects of a child's world are found in this resource.

Kanter, Carol N. *And Baby Makes Three: Your Feelings and Needs as New Parents.* Winston Press, 1983
The author offers good advice on becoming a family.

Karnes, Merle. *You and Your Small Wonder.* American Guidance Services, 1982.
Activities for busy parents and their children are described in two volumes; the first covers ages birth to 18 months, the second 18 through 36 months.

Kaye, Peggy. *Games for Reading: Playful Ways to Help Your Child Read.* Pantheon, 1984
Descriptions of more than 70 easy games designed to encourage reading are presented.

Kersey, Katherine. *The Art of Sensitive Parenting: The 10 Master Keys to Raising Confident, Competent, and Responsible Children.* Acropolis, 1986
This common-sense guide to successful child rearing focuses on nurturing children who are independent, responsible, and caring.

Kimmel, Margaret and Elizabeth Segel. *For Reading Out Loud! A Guide to Sharing Books with Children from Infancy to the Teens.* Dell, 1991
P This revised and expanded edition of a popular guide provides lengthy, insightful

annotations for more than 125 books recommended for reading aloud to children from infancy through kindergarten and more than 175 books recommended as read-alouds for schoolage children. The introduction emphasizes specific benefits of reading aloud to schoolage children and suggests ways of making time to read aloud.

Klaus, Marshall. *The Amazing Newborn.* Addison-Wesley, 1985
Through an intensive look at the first few weeks of life, Klaus celebrates the amazing gifts and abilities of an infant.

Lamme, Linda. *Growing Up Reading: Sharing with Your Child the Joys of Reading.* Acropolis, 1985
P Hundreds of ideas are discussed that parents can use to encourage of a love of reading in their children from infancy onward.

Lamme, Linda. *Growing Up Writing: Sharing with Your Children the Joys of Good Writing.* Acropolis, 1984
Practical insights into how children develop as writers and fun-to-do writing and drawing activities for parents to introduce are given.

Lansky, Vicki. *Best Practical Parenting Tips.* Meadowbrook, 1980
Gleaned from *Practical Parenting Newsletter,* these hints help parents with all aspects of a child's growth and development.

Larrick, Nancy. *A Parent's Guide to Children's Reading.* 5th rev. ed. Westminster, 1983
Since 1958, parents who want to foster a lifelong enjoyment of reading in their children have found guidance in Larrick's original book and its subsequent revisions. Chapters on using the public and school library and information about magazines are helpful. Under the heading of reading aloud, the index refers one to suggestions about reading aloud to preschoolers, to beginning readers, to 5- to 10-year-olds, and to preteens.

Leach, Penelope. *Your Baby and Child: From Birth to Age Five.* Knopf, 1989
This basic resource on child development and child care also includes information about illnesses and emergencies.

Lipson, Eden. *The New York Times Parent's Guide to the Best Books for Children.* Random, 1991
Nearly 1,000 books are reviewed in categories from "Wordless Books" to "Young Adults."

Ludington-Hoe, Susan. *How to Have a Smarter Baby.* Bantam, 1987
This step-by-step program to stimulate babies' mental and physical development includes patterns and instructions for games and activities.

Martin, Elaine. *Baby Games.* Running Press, 1988
Martin offers a guide to child's play from birth to three years.

Marzollo, Jean. *Supertot: Creative Learning Activities for Children from One to Three.* Harper, 1977
Practical, inexpensive ideas on fostering a child's positive attitude toward self, life, and learning are outlined.

McEwan, Elaine. *How to Raise a Reader.* Journey Books, 1987
The value of parental participation in bringing children and books together is emphasized.

McLane, Joan B., and Gillian D. McNamer. *Early Literacy.* Harvard University, 1990
Children's acquisition of language and parental participation in the education of preschoolers are examined.

McMullan, Kate Hall. *How to Choose Good Books for Kids.* Addison-Wesley, 1984
Tips for choosing good storybooks for children from birth through adolescence are combined with a starter set of annotated booklists recommend by teachers, librarians, booksellers, parents, and children.

Miller, Karen. *Things to Do with Toddlers and Twos.* Telshare, 1984
Miller describes more than 400 activities, techniques, and designs for toys that are effective in working with very young children in home and group care settings.

Moore, Cory. *A Reader's Guide for Parents of Children with Mental, Physical, or Emotional Disabilities.* Woodbine House, 1990
Annotations for more than 1,000 books and periodicals focusing on specific disabilities are provided.

Moyer, Inez. *Responding to Infants.* Denison, 1983
This is an activity manual for babies 6 to 30 months.

Musselwhite, Caroline. *Adaptive Play for Special Needs Children: Strategies to Enhance Communication and Learning.* College-Hill, 1986
Strategies for selecting, adapting, and making play materials for young children with special needs are described.

National Council of Teachers of English. *Raising Readers: A Guide to Sharing Literature with Young Children.* Walker, 1981
P Practical suggestions for enjoyable activities and books to read aloud to infants and young children are suggested; annotated lists of selected books appropriate at various stages of child development are included.

Oppenheim, Joanne, Barbara Brenner, and Betty Boegehold. *Choosing Books for Kids: How to Choose the Right Book for the Right Child at the Right Time.* Ballantine, 1986
More than 1,500 suggestions for appropriate books are given in addition to a discussion of child development from birth through age 12.

Oppenheim, Joanne, and Stephanie Oppenheim. *The Best Toys, Books, and Videos for Kids: The 1994 Guide to 1000+ Kid-Tested Classic and New Products for Ages 0-10.* Harper, 1993
More than 1,000 recommended products (old favorites and new) are described; audio, software, and special needs products also are included.

Pomeranz, Virginia, and Dodi Schultz. *The First Five Years: The Relaxed Approach to Child Care.* St. Martin, 1987
This guide to raising children emphasizes activities such as conversation, reading, and playing.

Quigg, Claudia. *Babies and Books: A Joyous Beginning.* Rolling Prairie (IL) Library System/Baby Talk, 1994
This 30-page manual for parents of young children features basic child development information and annotated lists of recommended books for the very young. It was created by the Baby Talk parent-infant education program at the Rolling Prairie Library System in Decatur, IL.

Quigg, Claudia. *Read for Joy!* Rolling Prairie (IL) Library System/Baby Talk, 1992
Developed for use in family literacy programs, this is an easy-to-read manual for parents of children of all ages. A Spanish translation, *La Alegria de Leer*, also is available.

Ross, Kathy G. *A Parent's Guide to Day Care.* TAB Books, 1984
Where and how to find the best care for your child is discussed.

Salk, Lee. *The Complete Dr. Salk: An A to Z Guide to Raising Your Child.* World Almanac, 1984
The author provides a comprehensive guide to child rearing.

Segal, Marilyn. *In Time and With Love: Caring for the Special Needs Baby.* Newmarket, 1988
Written for parents whose baby has special needs, this book deals with feelings, parenting information, and practical suggestions.

Segal, Marilyn. *Your Child at Play: Birth to One Year: Discovering the Senses and Learning about the World.* Newmarket, 1985.
P In addition to explaining the developmental changes taking place in the first year of life, 400 games and activities for parent and child to share during daily activities such as mealtime and bathtime are described.

Segal, Marilyn, and Don Adcock. *Your Child at Play: One to Two Years: Exploring, Daily Living, Learning, and Making Friends.* Newmarket, 1985
P A multitude of practical suggestions for play activities, managing problems, and encouraging creativity, exploration, and language skills are given. Also recommended are the authors' *Your Child at Play: Two to Three Years: Growing Up, Language, and the Imagination* (Newmarket, 1985) *Your Child at Play: Three to Five Years: Concentration, Creativity, and Learning Letters, Words, and Numbers* (Newmarket, 1985).

Shelov, Steven, and Robert Hannemann. *Caring for Your Baby and Young Child: Birth to Age 5.* Bantam, 1991
This comprehensive reference work comes from the American Academy of Pediatrics and contains both medical advice and information on parenting.

Simic, Marjorie. *The Curious Learner: Help Your Child Develop Academic and Creative Skills.* Bernard Grayson, 1992
Parental participation in preschool and elementary education is discussed with emphasis on helping children develop academic and creative skills.

Smith, Lendon. *Encyclopedia of Baby and Child Care.* rev. ed. Prentice-Hall, 1981
Parents of children from birth through adolescence will find this reference guide useful. It charts the "worry value" of various symptoms.

Sparkman, Brandon, and Jane Saul. *Preparing Your Preschooler for Reading: A Book of Games.* Schocken, 1986
Information about recommended books and recordings is included as well as stimulating games.

Sparling, Joseph. *Learning Games for Threes and Fours: A Guide to Adult/Child Play.* Walker, 1984.
The author describes more than 200 games and play suggestions that match children's developmental patterns.

Spitzman, Robyn F. *Lollipop Grapes and Clothespin Critters.* Addison-Wesley, 1985
Quick remedies for restless children ages 2 to 10 are described.

Spock, Benjamin and Michael Rothenberg. *Dr. Spock's Baby and Child Care.* 6th rev. ed. Dutton, 1992
This classic text covers all aspects of child care, including parenting skills, first aid, illnesses, diet, equipment, and clothing.

Striker, Susan. *Please Touch: How to Stimulate Your Child's Creative Development.* Simon & Schuster, 1986
Developmental stages are described and activities are suggested to stimulate preschoolers' natural curiosity, energy, and creativity.

Toole, Amy L., and Ellen Boehm. *Off to a Good Start.* Walker, 1983
P More than 450 readiness activities for reading, math, social studies, and science are introduced.

Trelease, Jim. *The New Read-Aloud Handbook.* rev. ed. Penguin, 1989
P This readable discussion of the merits of reading aloud to children has become the bible of librarians and other educators seeking to increase parental awareness. Synopses of more than 300 recommended books are provided plus brief references to many more.

True, Susan. *Nursery Rhyme Crafts.* Monday Morning, 1985
Easy-to-do, nursery rhyme-themed projects to stimulate preschoolers' imagination and self-confidence are described.

Weissman, Jackie. *Sniggles, Squirrels, and Chicken Pox.* Gryphon, 1984
This collection of original songs and activities also is available in CD format. The author's *Games to Play with Babies* (Miss Jackie Music, 1988) also is recommended.

White, Burton. *The First Three Years of Life.* Prentice-Hall, 1990
Burton provides a comprehensive guide to mental, physical, emotional, and social development.

Wiener, Harvey. *Talk with Your Child: How to Develop Reading and Language Skills through Conversation at Home.* Viking, 1988
Parents are shown a practical program for creating a home environment that will nurture language development and where their preschoolers engage in conversation about their lives.

Williamson, Nancy. *Inside and Occupied: Over 500 Ideas for Parents Whose Children Have Nothing to Do.* Herald, 1982
Innovative, practical ways to convert everyday materials found in the home into toys, activities, and games for children are described.

Wilson, George. *Books for Children to Read Alone: A Guide for Parents and Librarians.* Bowker, 1988
This list of recommended books for beginning readers through third graders to read alone includes a readability scale.

Appendix C: Professional Materials

The materials cited here reflect recommendations of librarians who planned and implemented reading readiness demonstration grants in Wisconsin. Members of the advisory committee for this guide and its compiler also contributed to the list.

The list includes resources of value in formulating service philosophies and policies; the bibliography of useful planning materials in Chapter 1 contains related material. Aids to programming and collection building also are included; the bibliography of recommended materials for very young children in Chapter 2 contains related items. Many resources cited have relevance for training library staff members and volunteers, for outreach programs to child care providers, for cooperative efforts with Head Start and nursery school teachers, and for sharing with parents.

Print Materials

Adcock, Don. *Play Together Grow Together: A Cooperative Curriculum for Teachers of Young Children.* Gryphon, 1993
This book focuses on the early development of social skills, such as sharing, cooperating, playing in a group, and making friends.

Anderson, Paul. *Storytelling with the Flannel Board.* Denison, 1970
Nineteen folk tales and ten original stories, each complete with story characters and props, are provided.

Assistant Child Care Teacher: A Teacher's Guide. Wisconsin Department of Public Instruction, 1991
Intended as a planning tool for school districts and teachers who offer secondary-level programs to train child care teachers, this guide's 11 informational resource units also can be utilized by out-of-school child care providers. Environment, activities and equipment, developmentally appropriate books and programs, classroom safety, health and first aid, meals and snacks, parent and staff relationships, licensing requirements, and professional development are covered.

Athey, Margaret. *The Complete Handbook of Music Games and Activities for Early Childhood.* Parker, 1982
Hundreds of games and hands-on activities for teaching music skills, concepts, and appreciation to young children are described.

Baby TALK: How to Make it Work! Rolling Prairie Library System/Baby Talk, 1988
This manual describes the implementation of a parent-infant education program as created by the Rolling Prairie Library System in Decatur, IL.

Baker, Augusta, and Ellin Greene. *Storytelling: Art and Technique.* Bowker, 1987
This practical manual provides guidance in selecting, preparing, and presenting stories. It includes information on good stories for infants and toddlers.

Barstow, Barbara, and Judith Riggle. *Beyond Picture Books: A Guide to First Readers.* Bowker, 1989
The best beginning readers for children are described in this annotated bibliography; a subject index and a readability index are included.

Bauer, Caroline Feller. *Caroline Feller Bauer's New Handbook for Storytellers.* American Library Association, 1993

Here are simple and effective ideas for the storyteller which cover planning, sources, multimedia storytelling, and programs for specific age and interest groups.

Bauer, Caroline Feller. *This Way to Books.* Wilson, 1983
This collection of ideas, programs, booktalk and storytelling techniques, and activities is designed to involve children in books and extend their reading experiences.

Beckman, Carol. *Channels to Children: Easy Childhood Activity Guide for Holidays and Seasons.* Channels to Children, 1982
Crafts, books, fingerplays, songs, cooking activities, and games related to a selection of seasonal themes are presented.

Bond, Carol T. *Fee Fie Fo Fun: Enchanting Fairy Tale Units for Busy Teachers of Young Children.* Partner, 1989
Included with each unit are directions for fingerplays, songs, projects, and recipes.

Bredekamp, Sue, ed. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8.* National Association for the Education of Young Children, 1987
Those who program for, care for, and teach young children will find practical value in this concise discussion of practices designed to match developmental stages; chapters are arranged by age.

Brown, Marc. *Finger Rhymes.* Dutton, 1980
In picture book format, the author presents 14 traditional rhymes with directions for finger actions to go with them.

Brown, Marc. *Hand Rhymes.* Dutton, 1985
Step-by-step diagrams of the finger movements to accompany 14 verses are featured.

Carlson, Bernice W. *Listen! And Help Tell the Story.* Abingdon, 1965
See also Carlson's *Picture That!* (Abingdon, 1977); both are sources for participation stories.

Catron, Carol E. *Cooking Up a Story.* Denison, 1986
Creative ideas are described that use original stories and props with cooking activities for young children.

Chambers, Aidan. *Introducing Books to Children.* 2nd ed., Horn Book, 1993
The entire book by this British scholar is of value to those working with children. Chapter 12, in particular, deals with storytelling and reading aloud. It offers an excellent discussions about the two techniques, their similarities and differences, as well as some tips on reading aloud.

Champlin, Connie, and Nancy Renfro. *Storytelling with Puppets.* American Library Association, 1985
Library and classroom uses of puppetry, storytelling, and creative dramatics are explored.

Cianciolo, Patricia. *Picture Books for Children.* 3rd ed. American Library Association, 1990
This resource guide for all adults concerned with the selection and evaluations of picture books includes an annotated list of outstanding picture books.

Cromwell, Liz. *Finger Frolics: Fingerplays for Young Children.* Partner, 1983
Poems, rhymes, fingerplays, and brief activities are included in this collection.

Crosswhite, Linda. *Kids STARR: Story Time and Reading Readiness; Developing Literacy Skills through Pre-School Story Time.* Arizona Department of Library, Archives and Public Records, 1994
Stages of child development are summarized and details of eight thematic storytimes are presented in this volume by a reading specialist. Activity sheets—in both English and Spanish—for parents accompany each storytime description.

Day Care and Early Education. Human Sciences Press
This quarterly publication provides information for early childhood educators and day care administrators.

DeSalvo, Nancy. *Beginning with Books: Library Programming for Infants, Toddlers and Preschoolers.* Library Professional Publications, 1993
Featured are 24 library programs appropriate to the play level and stimulation needs of each age group from infancy to age 5.

Dowell, Ruth I. *Move Over, Mother Goose: Finger Plays, Action Verses and Funny Rhymes.* Gryphon, 1987
This is a valuable resource for engaging participatory activities.

Faggella, Kathy, et al. *Building on Books: Integrating Children's Literature into the Curriculum.* Gryphon, 1987
Ideas about using books as stepping stones to learning are presented.

First Steps to Literacy: Library Programs for Parents, Teachers, and Caregivers. American Library Association, 1990
In addition to information about choosing books for very young children and general suggestions for program planning, this book contains detailed outlines of seven programs a library could carry out: First Books for Your Baby (for expectant parents), Raising Reading Children (for parents of preschoolers), Books Alive! Sharing Books with Young Children (for family day care providers), Start with a Story (for high school students studying child development), Gift Books for Young Children (for parents, grandparents, and others), Power of Books (for religious educators), and Finding Picture Books for Special Needs (for library personnel who are not trained as children's librarians).

Forte, Imogene. *The Kid's Stuff Book of Patterns, Projects, and Plans to Perk Up Early Learning Programs.* Incentive, 1982
More than 175 thematically organized, reproducible patterns are accompanied by teaching suggestions and activities for art, drama, music, language, and math.

Forte, Imogene. *Puppet Factory.* Incentive, 1984
Instructions for easy-to-make puppets are provided.

Freeman, Judy. *Books Kids Will Sit Still For.* Alleyside, 1984
Suggestions and recommendations for read-alouds, creative dramatics, storytelling, and poetry are included in this guide to using children's literature to excite children about reading.

Glazer, Tom. *Do Your Ears Hang Low? Fifty More Musical Fingerplays.* Doubleday, 1980

This collection of words and music for 50 songs includes music for piano and chords for guitar, banjo, and autoharp.

Glazer, Tom. *Eye Winker, Tom Tinker, Chin Chopper: Fifty Musical Fingerplays.* Doubleday, 1973
This collection has the same format as its sequel described above.

Glazer, Tom. *Music for Ones and Twos.* Doubleday, 1983
Songs and games for the very young child are collected in an attractive volume. (Also available on CD.)

Graham, Terry L. *Fingerplays and Rhymes: For Always and Sometimes.* Humanics, 1984
This topical collection includes short rhymes and finger games about seasons, colors, dinosaurs, weather, special days, and self-esteem.

Grayson, Marion F. *Let's Do Fingerplays.* Luce, 1962
Arranged by subject, this is a comprehensive collection of almost 200 fingerplays.

Gryski, Camilla. *Cat's Cradle, Owl's Eyes.* Morrow, 1984
See also Gryski's *Many Stars* (Morrow, 1985); both are sources for string stories.

Harben, Gloria. *Space: Readiness Activities for Preschool and Kindergarten.* Chatterbox, 1987
Stories and activities to help children learn about the earth, sun and moon, stars, space shuttle, and other space-related topics are presented.

Hart, Marj. *Fold-and-Cut Stories and Fingerplays.* Fearon, 1987
Each story and poem offers a fingerplay or paper-cutting activity to enhance the storytelling.

Hayes, Sarah. *Clap Your Hands: Finger Rhymes.* Lothrop, Lee, 1988
The traditional rhymes in this collection are complemented by illustrations of accompanying finger actions.

Hayes, Sarah. *Stamp Your Feet: Action Rhymes.* Lothrop, Lee, 1988
The traditional rhymes in this collection are complemented by illustrations of accompanying body movements.

Herb, Steven, and Sara Willoughby-Herb. *Using Children's Books in Preschool Settings: A How-to-Do-It Manual.* Neal-Schuman, 1994
In addition to presenting a survey of literature for children ages 2 to 5, the authors guide librarians and educators in ways of training caregivers and teachers to use books. Topics include techniques and resources for reading aloud and storytelling, involving parents, and working with disabled and gifted children.

Irving, Jan, and Robin Currie. *Full Speed Ahead! Stories and Activities for Children.* Teacher Ideas, 1988
Ideas for presenting transportation programs for children are fully described: book suggestions, crafts, poems, and songs are included. Also recommend are the authors' *From the Heart: Books and Activities About Friends* (Teacher Ideas, 1993), *Glad Rags: Stories and Activities Featuring Clothes for Children* (Libraries Unlimited, 1987), *Mudluscious: Stories and Activities Featuring Food for Preschool Children* (Libraries Unlimited, 1986), and *Raising the Roof: Children's Stories and Activities on Houses* (Teacher Ideas, 1991).

Jeffery, Debby. *Literate Beginnings: Programs for Babies and Toddlers.* American Library Association, 1995
Instructions are given for 52 "lapsit" programs that stress language as opposed to crafts or arts. The thematic program ideas are presented as activity sheets.

Johnson, Ferne, ed. *Start Early for an Early Start: You and the Young Child.* American Library Association, 1976
This practical manual for librarians, parents, and caregivers covers early childhood development and the ways libraries contribute to a child's early literacy through their programs, services, and materials.

Keefe, Betty. *Fingerpuppets, Fingerplays, and Holidays.* Special Literature, 1984
Activities and handicrafts are suggested for a variety of holidays storytimes.

Kobrin, Beverly. *Eyeopeners! How to Choose and Use Children's Books about Real People, Places, and Things.* Viking, 1988
More than 500 nonfiction books for children of all ages are described along with book-based activities. An idea-generating, easy-to-use subject index is included.

Lewis, Shari, and Lillian Oppenheimer. *Folding Paper Puppets.* Stein and Day, 1982
This is a useful source for folding stories.

MacDonald, Margaret. *Booksharing: 102 Programs to Use with Preschoolers.* Library Professional Publications, 1988
Based on the premise that preschoolers need regular exposure to books and story experiences, the collection describes songs, games, cooking, science discovery, arts, and crafts activities that enhance thematic programs.

MacDonald, Margaret. *Tuenty Tellable Tales.* Wilson, 1986
This collection of folktales from around the world was selected for audience participation appeal.

Mallett, Jerry, and Marian Bartch. *Stories to Draw.* Freline, 1982
Tell-and-draw stories are collected.

Marino, Jane, and Dorothy Houlihan. *Mother Goose Time: Library Programs for Babies and Their Caregivers.* Wilson, 1992
How to plan and execute programs for children from birth to 30 months is described; rhymes and songs are included and are coded for walkers and prewalkers.

Matterson, Elizabeth. *Games for the Very Young.* American Heritage, 1969
Games, fingerplays, and nursery songs to accompany more than 200 rhymes are collected.

McGovern, Edythe, and Helen Muller. *They're Never Too Young for Books.* Prometheus, 1994
Selected, recommended books for ages 1 to 8 are described in this guide.

Montgomerie, Norah. *This Little Pig Went to Market: Play Rhymes for Infants and Young Children.* Watts, 1966
Lap games and singing games are included along with fingerplays and action rhymes in this volume.

Morrow, Lesley, Susan Burks, and Muriel Rand. *Resources in Early Literacy Development: An Annotated Bibliography.* International Reading Association, 1992
Books, pamphlets, journals and journal articles, videos, and other materials related to current theories about emerging literacy are concisely described for parents and teachers.

Nespeca, Sue M. *Library Programming for Families with Young Children: A How-to-Do-It Manual.* Neal-Schuman, 1995
Family storytimes, intergenerational programs, and outreach for families through schools and care facilities are discussed; the importance of reading aloud to young children is emphasized.

Nichols, Judy. *Storytimes for Two-Year-Olds.* American Library Association, 1987
This comprehensive source book for planning toddler programs is a valuable planning resource.

Osborne, Mary Pope. *Bears, Bears, Bears: A Treasury of Stories, Songs, and Poems.* Silver, 1990
This collection is sure to please every bear lover, young and old.

Pardeck, Jean, and John Pardeck. *Books for Early Childhood: A Developmental Perspective.* Greenwood, 1986
Using a bibliotherapeutic approach, the authors annotate more than 300 titles relating to anger and other emotions, attitudes and values, family relationships, fear and fantasy, motor development and physical change, peers and school, self-images and sex roles, single-parent and blended families, and special developmental needs.

Patrick, Sally. *The Month by Month Treasure Box: Crafty Things to Do with Young Children.* Incentive, 1988
Organized by the month, this collection of fun projects covers an entire year.

Pellowski, Anne. *The Family Storytelling Handbook.* Macmillan, 1987
See also Pellowski's *The Story Vine* (Macmillan, 1985); both are sources for string and folding stories.

Phillips, Carol B. *Essentials for Child Development Associates Working with Young Children.* Council for Early Childhood Professional Recognition, 1991
This textbook for those working toward Child Development Associate certification frequently mentions the use of and cooperation with public libraries.

Polette, Nancy. *E is for Everybody.* Scarecrow, 1982
Activities to use with more than 100 recommended children's books are described plus ideas about puppetry, crafts, and bookmaking.

Raffi. *The Second Raffi Songbook.* Crown, 1986
More than 40 songs from Canadian recording artist Raffi are collected in this sequel to *The Raffi Singable Songbook* recommended in Chapter 2 of this publication.

Raines, Shirley. *Story Stretchers: Activities to Expand Children's Favorite Books.* Gryphon, 1989
Hundreds of learning activities to accompany a selection of children's picture books are arranged in major curriculum units.

Redleaf, Rhonda. *Open the Door, Let's Explore: Neighborhood Field Trips for Young Children.* Gryphon, 1983
Enjoyable and inexpensive activities to help children ages 2 to 8 learn from neighborhood walks and field trips are described.

Reid, Rob. *The Storytime Planning Manual.* Indianhead Federated Library System, 1987
This practical how-to manual describes how to put together a storytime program complete with bibliographies, tips, and PR.

Riggers, Maxine. *Amazing Alligators and Other Story Hour Friends.* Monday Morning, 1990
Focusing on a variety of animals and characters, each chapter provides related songs, fingerplays, crafts, and games.

Ring a Ring O' Roses: Stories, Games and Fingerplays for Preschool Children. Flint Michigan Public Library, 1992
Hundreds of fingerplays and action rhymes are arranged by theme; directions on how to perform each one are included.

Roberts, Lynda. *Mitt Magic: Fingerplays for Finger Puppets.* Gryphon, 1985
Plays and puppet patterns are provided for a variety of preschool storytime uses.

Robinson, Adjai. *Singing Tales of Africa.* Scribner, 1974
This collection of folktales is a good source for participation stories.

Schimmel, Nancy. *Just Enough to Make a Story.* Sister's Choice, 1987
Folding stories and puppet stories are included in this book which a member of the advisory committee for this publication has called one of the best available guides for beginning storytellers.

Schwab, Robert G. *Opening the Preschool Door to Learning.* Oregon State Library, 1993
This statewide analysis of public library services to preschoolers, parents, and caregivers includes case studies and planning guidance.

Sharon, Lois, and Bram. *Elephant Jam: A Truckful of Musical Fun.* Crown, 1989
More than 80 original songs, folk songs, playground chants, and singing games are included together with piano and guitar arrangements and game instructions.

Sierra, Judy. *The Flannel Board Storytelling Book.* Wilson, 1987
In addition to guidance in effective use of flannelboards, 18 stories for children ages 3 to 5 and 18 stories for children ages 5 to 8 are included along with necessary patterns.

Sitartz, Paula Gaj. *Picture Book Story Hours: From Birthdays to Bears.* Libraries Unlimited, 1987
Stories, poems, and activities are collected around such themes as the rainbow, teddy bears, naughtiness, and the farm.

Slaughter, Judith Pollard. *Beyond Storybooks: Young Children and the Shared Book Experience.* International Reading Association, 1993
An annotated bibliography of more than 100 children's books rounds out this practical book aimed at those who work with preschool and early elementary age children. Shared book experiences with Big Book versions of favorite stories are used to lead to concrete learning experiences.

Smardo, Frances, and Judith Dixon. "Should Public Libraries Program for Babies?" *Public Libraries,* January/February 1993
A national survey of libraries providing programs for children under 18 months of age is summarized in this article.

Smith, Deborah. *With a Hop, Skip, and a Jump: Creative Movement Activities for Young Children.* Fearon, 1987
These activities are designed to stimulate creative imaginations and build muscles.

Spann, Mary Beth. *Alpha Stories.* First Teacher, 1987
Teaching and learning the alphabet through flannelboard stories are explored.

Stangl, Jean. *Magic Mixtures: Creative Fun for Little Ones.* Fearon, 1986
Directions and recipes are provided for dozens of easy-to-make creative materials to use in finger painting, making play dough, modeling clay, and more. See also the author's *Paper Stories* (Pitman, 1984)

Strickland, Dorothy, and Lesley Mandel, eds. *Emerging Literacy: Young Children Learn to Read and Write.* International Reading Association, 1989
Practical teaching ideas to use with 2- to 8-year-olds are shared for child care workers and classroom teachers.

Todaro, Julie. *A Librarian's Planning Handbook for a Read-to-Me Club.* Texas State Library, 1993
Practical, detailed information on the types of library service appropriate to read-to-me patrons, their parents, and other caregivers includes audience identification, sample programs, and a bibliography.

Walker, Cora. *Theme-a-Saurus: The Great Big Book of Mini-Teaching Themes.* Warren, 1989
From apples to zebras, this is an instant resource for all who work with young children.

Warren, Jean. *Animal Piggyback Songs.* Warren, 1990
More than 200 animal songs are in this collection of new words sung to the tunes of childhood favorites. Among the other recommendations by this prolific author are *1*2*3 Art: Open-ended Art Activities for Young Children* (Totline, 1985), *1*2*3 Colors: Color Day Activities for Young Children* (Warren, 1988), *1*2*3 Games: No-lose Group Games for Young Children* (Warren, 1989), *1*2*3 Puppets* (Warren, 1989), and *Small World Celebrations* (Warren, 1988).

Weissman, Jackie. *Peanut Butter, Tarzan, and Roosters Activity Book: Music and Activities for Preschool.* Miss Jackie Music, 1987
Ideas for teaching listening, language, cognitive skills, and motor skills are described with examples of art and movement activities, flannelboard patterns, and music; a sound recording accompanies the book.

Williams, Robert. *Mudpies to Magnets: A Preschool Science Curriculum.* Gryphon, 1987
More than 100 ready-to-use science experiments that provide direct, hands-on learning experiences for children are described.

Wilmes, Liz, and Dick Wilmes. *Felt Board Fun.* Building Blocks, 1984
Patterns and suggestions for hundreds of flannelboard figures to celebrate holidays and everyday events are provided.

Wiskids Count Data Book 1994: A Portrait of Child Well-being in Wisconsin.
Wisconsin Council on Children and Families, 1994
This collection of data provides county-by-county figures for the child population (including race and ethnicity), family income, public school data, health, juvenile justice, and social services (including certified and licensed child day care capacity).

Wolkstein, Diane. *The Magic Orange Tree and Other Haitian Folk Tales.* Random, 1978
Participation stories can be found in this collection.

Wright, Lyndie. *Puppets.* Watts, 1988
Clear color photographs accompany easy-to-follow directions for making puppets from gloves, wooden spoons, paper plates and bags, wooden rods and Styrofoam balls, paper mache, and scarves.

Young Children. National Association for the Education of Young Children
Information for early childhood educators and administrators is the focus of this bimonthly publication.

Videocasssettes

Videos of potential value in planning programs for adult library users and videos appropriate for inservice workshops for library personnel are described in this section. It is wise to preview a video before making a final decision about including it in final program plans.

All videocassettes listed are available through established interlibrary loan channels from the Reference and Loan Library, 2109 South Stoughton Road, Madison, WI 53716. All are licensed for nontheatrical and noncommercial public performance and may be borrowed for group programming as well as individual viewing. They may not be altered, duplicated, copied, or reproduced in whole or in part by any means. They may not be shown for an admission or donation or any charge nor advertised in any public media. They may not be broadcast, transmitted by cable, or otherwise transmitted on any open- or closed-circuit system. Reference and Loan call numbers appear for each title listed.

Programming for Parents and Other Caregivers

Books Kids Love: A Parent's Easy Guide to Great Children's Books and Shared Reading. Parker & Fox/Winward, 1988 (45 minutes) VHS/V-1222
Shared reading advocate D. Ward Fuller tells how to select books based on the developmental stages of one's child, how to choose quality children's books, and how to encourage shared reading habits at home. Fifty books for children ages birth to 11 years are reviewed.

Bright Beginnings: Helping Young Children Learn to Read and Write. Beloit Public Library, 199- (40 minutes) VHS/V2922
Based on two workshops held by the Beloit Public Library with comments by Kate

Fitzgerald-Fleck, children's librarian at Beloit Public Library; presentation on techniques for helping young children learn to read by Mary Jett-Simpson, University of Wisconsin-Milwaukee professor; and inserts of day care and nursery school teachers putting some of those techniques into practice.

Drop Everything and Read. Films for the Humanities, 1986 (28 minutes) VHS/V-803
Meredith Baxter-Birney and David Birney host a program that shows why reading is an essential lifelong asset. The experiences of both famous and ordinary Americans who have found reading both pleasurable and vitally necessary are presented. The value of parents reading to children and the importance of library resources are stressed.

A Few Moments to Share Books. Kershaw County [SC] Library, 198- (5 cassettes/81 minutes) VHS/V-643/Numbers 1-5
Types of books for preschoolers, the importance of reading to preschoolers, and reading as a pleasurable family activity are described along with an overview of various library services for children. Cassette No. 1 is *Reading for the Fun of It* (16 minutes); No. 2 is *Public Library Services* (10 minutes); No. 3 is *Choose-A-Book-For-Me: Just Beginning* (15 minutes); No. 4 is *Picture Books, An Endless Variety* (21 minutes); No. 5 is *Reading as a Family* (19 minutes)

First Things First. WQED/Project Literacy U.S., 1988 (60 minutes) VHS/V-1622
Programs across the country that are working to break the cycle of illiteracy within families are documented. The first half of the film, which explores the importance of reading aloud, is of potential interest to parents of young children.

From the Crib to the Classroom: A Video about Families Learning Together. Push Literacy Action Now, 1990 (13 minutes) VHS/V-1585
Things parents can do to help their young children learn are described. Stress is on the fact that it is never too early to start using books and to show children that reading can be fun.

Just a Few Minutes of Your Time. South Central [WI] Library System, 1989 (9 minutes) VHS/V-1282
This motivational program is intended to inspire parents to read aloud to preschoolers. In addition to this English-language version, there are Hmong, Khmer, Lao, and Spanish versions available. (All versions are described in Chapter 2.)

The Library-Head Start Partnership. Center for the Book, 1993 (40 minutes) VHS/V-2917
Four segments explore ways libraries can be of use to teachers, children, and parents involved in Head Start programs. It is intended for use in programs and workshops for Head Start staff, librarians who serve young children, and other audiences including potential volunteers, potential funding sources, and the personnel of other early childhood and family service agencies. Each segment can be used independently: *Library-Head Start Partnership* (6.5 minutes); *Entering the World of Books* (11.5 minutes); *Evaluation and Selection of Materials* (11.5 minutes); *Library Assistance to Adults* (10.5 minutes).

On the Wings of Books: A Guide for Enriching Young Minds with Fine Literature. Cleary Connection, 1988 (50 minutes) VHS/V-1463
The benefits derived from, and the resources and skills needed for, instilling the love of reading in children from birth through third grade and beyond; a booklist is included.

Once Upon a Book. Jill Petzall/Illinois State Library, 1993 (14 minutes) VHS/V-2672
This animated presentation encourages children and adults to read together and tells children that "words can talk" and that "books take you anywhere you want to go." The animation is followed by highlights from the live-action video *Read Together, Grow Together.* (See entry under that title.)

Parents as Partners in Reading: A Family Literacy Training Program. Patricia A. Edwards/Children's Press, 1990 (3 cassettes/35 minutes) VHS/V-1634
The contents of these three brief videocassettes are *The Importance of Reading* (10 minutes), *Preparing for Reading* (13 minutes), and *Reading Strategies* (12 minutes). They are designed as tools for educators or facilitators introducing and implementing a family literacy program. They are intended for use in teaching parents how to read effectively to their children and to provide the language and reading skills children need for learning how to read and write.

Read Aloud Now! Library Video Network/ALA Video, 1991 (13 minutes) VHS/V-1964
Actor Michael Tucker hosts an examination of ways to find books to read aloud to children and to make the activity fun for both the child and the adult.

Read to Me: Libraries, Books, and Your Baby. Greater Vancouver Library Federation, 1986 (15 minutes) VHS/V-805
The techniques for a home reading program supported by local public library resources are described. Intended for the parents of young children and other caregivers, the video emphasizes the importance of reading to babies in the development of language skills and imagination.

Read to Me Too! Libraries, Books, and Your Child. Greater Vancouver Library Federation, 1989 (15 minutes) VHS/V-1311
Intended for parents and caregivers of children ages 5 to 8, the film focuses on the importance of continuing to read aloud to children as they learn to read for themselves and emphasizes the role of the public library in this process.

Read Together, Grow Together. Illinois State Library, 1993 (34 minutes) VHS/V-2495
Illinois parents tell how and why they have made reading a part of their family life; parents and professionals share tips on how to begin this tradition. A four-minute trailer follows the 30-minute video; it contains program highlights that can be used separately for open houses and other programs for parents.

Reading Aloud. Reading Tree Productions, 1993 (82 minutes) VHS/V-2703
Jim Trelease discusses, for educators, reading to children in terms of the effects on a child's future. The video also is described in the Programs for Parents section of Chapter 2.

Reading Aloud. Reading Tree Productions, 1993 (54 minutes) VHS/V-2704
Jim Trelease discusses ways parents can help children make friends with books. The video also is described in the Programs for Parents section of Chapter 2.

Reading to Children. New York City Board of Education/Albany Education Television, 1989 (31 minutes) VHS/V-1722
Examples are given of various ways parents can read to their children in order to encourage children to become readers themselves and as a method of improving their own reading ability.

(Note: Two videos of potential value that are not owned by the Reference and Loan

Library but that are in the collections of several other Wisconsin public libraries—and therefore obtainable through interlibrary loan channels—are *Reading and Young Children; A Practical Guide for Childcare Providers* (International Reading Association, 1992) and *Read to Me* (Idaho Literacy Project, 1991.)

Programming for Library Staff Members and Library Volunteers

Basic Puppetry Techniques. Hennepin County [MN] Library/ALA Video, 1990 (15 minutes) VHS/V-1641
Filmed in a library setting, the film explains why puppets might be used in working with children, shows some situations in which puppets are effective, and demonstrates some basic techniques for using them.

Bedtime Story Hour. Brown County [WI] Library, 1986 (30 minutes) (Signed for those with hearing impairment) VHS/V-782
A pajama-clad preschool audience listens to "going-to-bed" stories at the Kewaunee Public Library. (Produced during the library's tenth anniversary observances, the film includes remarks by the mayor.)

Booklegging. Alameda County [CA] Library, 1986 (3 cassettes/249 minutes) VHS/V-2719
Manuals accompany this set of training tapes designed to help public librarians teach adult volunteers the skills needed for successful classroom (K-grade 8) visits to introduce books to children and to act as ambassadors from the public library to the schools within the service area. Program segments include "Introduction to Booklegging," "Beginning with Booktalks," "Using Non-fiction in Booklegger Programs," "Putting a Booklegger Program Together," "Beyond Basics," "Class Visit Demonstration, Second Grade," "Class Visit Demonstration, Fifth/Sixth Grade," and "Booklegger Interview."

Creative Storytelling Techniques: Mixing the Media with Dr. Caroline Feller Bauer. American Library Association/PBS, 1979 (30 minutes) VHS/V-998
Bauer demonstrates how to dramatize the telling of a wide variety of stories through the creative use of media including handmade craft items, puppets, toys, and other simple props.

A Place Where I Belong: Serving Disabled Children in the Library. Greater Vancouver Library Federation, 1986 (19 minutes) (signed for those with hearing impairments) VHS/V-777
Quality library service to children with disabilities, including adapted storytelling techniques, is illustrated. The need to keep up to date on local and national resources is emphasized.

Sharing Books with Young Children. American Library Association, 1986 (25 minutes) VHS/V-720
Betsy Hearne talks about creating and developing a love of books in preschool children. Evaluation of book illustration and narrative, levels of children's involvement with and comprehension of books, and the skills needed in storytelling and reading aloud are discussed.

Storytelling for Young Children. Bob Kaminski Media Arts, 1992 (35 minutes) VHS/V-2693
Four children's tales from different countries are told, two each by storytellers Judy Sierra and Bob Kaminski, in this inservice training film. Demonstrations illustrate use of a flannelboard, use of a hand puppet, and audience participation. The stories

are "The Elegant Rooster" (Spain), "Roly-poly Rice Ball" (Japan), "Knee-high Man" (African-American), and "Drake's Tail" (France). They are taken from the book *Multicultural Folktales: Stories to Tell Young Children* by Judy Sierra and Robert Kaminski (Oryx, 1991).

Storytelling with Caroline Feller Bauer. H.W. Wilson, 1986 (28 minutes) VHS/V-630
Bauer demonstrates storytelling skills useful for those who work with reading programs for children in libraries and schools. Step-by-step explanations and analysis of the techniques used are included.

Storytime Training. Lakeshores Library System, 1988 (3 cassettes/180 minutes) VHS/V-2999
The first 60-minute tape features early childhood instructors from Gateway Technical College discussing developmental stages and appropriate music activities; the second features children's librarians demonstrating participation stories, a fold-and-tell story, and uses for various kinds of puppets; in the third, a freelance consultant demonstrates making and using shadow and hand puppets.

Take a Poetry Break: Making Poetry Come Alive for Children. American Library Association/PBS, 1981 (30 minutes) VHS/V-992
Caroline Feller Bauer discusses poetry for children and presents ideas for making poetry fun in the early formative years. She demonstrates how to utilize a variety of media (posters, costumes, puppets, magic tricks, and other simple props) as a means of enlivening poetry for children.

Appendix D: Sources and Suppliers

Information Sources about Nonbook Materials

These information sources are recommended in addition to traditional review media used by librarians as they select materials for their collections. They may be shared with parents, child care providers, and teachers.

Toys

Boehm, Helen. *The Right Toys: A Guide to Selecting the Best Toys for Children.* Bantam, 1986

A guide to more than 250 brand-name toys for infants through school-age children.

Braiman-Lipson, Judy, et al. *Toy Buying Guide.* Consumers Union, 1988

Several hundred toys are rated for play and educational values and durability; based on household responses.

National Association for the Education of Young Children. *Toys: Tools for Learning (#571).*

A booklet of information about wise toy choices for children ages newborn through 8. 50 cents; 1834 Connecticut Avenue, NW, Washington, DC 20009, (800) 424-2460)

National Lekotek Center. *Lekotek Play Guide for Children with Special Needs.*

A small book containing guidelines for toy selection and suitable playthings for children with various disabilities. $3.75; 2100 Ridge Avenue, Evanston, IL 60201, (708) 328-0001

Oppenheim, Joanne. *Buy Me! Buy Me!: The Bank Street Guide to Choosing Toys for Children.* Pantheon, 1987

Information about the most appropriate toys for ages birth through 11.

Toy Manufacturers of America. *The TMA Guide to Toys and Play.*

Available in either Spanish or English, the booklet emphasizes toy selection, safety, and labeling. Single copy free; Toy Booklet, P.O. Box 866, Madison Square Station, New York, NY 10159-0866

U.S. Consumer Product Safety Commission. *Which Toy for Which Child, Birth through Age Five.*

A booklet containing thorough guidelines for selecting toys along with information on toy safety and appropriateness. Single copy free; USCPSC, Washington, DC 20207, (800) 638-CPSC

Variety of Products

Donavin, Denise P., ed. *American Library Association Best of the Best for Children.* Random, 1992

Individual chapters cover books, magazines, videos, audio recordings, software, toys, and travel.

Friedes, Harriet. *The Preschool Resource Guide: Educating and Entertaining Children Aged Two through Five.* Plenum, 1993

Recommendations are provided in separate chapters on audio recordings, books, book clubs, computer software, magazines, toys and games, and videocassettes; resources to educate adults also are listed.

Oppenheim, Joanne, and Stephanie Oppenheim. *The Best Toys, Books, and Videos for Kids.* Harper, 1994

More than 1,000 kid-tested, classic, and new products are described for ages 0 through 10; products recommended for children with special needs are included.

The Oppenheim Toy Portfolio. 40 East 9th Street, New York, NY 10003, (212) 598-0502 (Quarterly; $12)
An objective guide to toys, games, books, and videos for children ages newborn through 8 including those with special needs.

Parents' Choice. Box 185, Newton, MA 02168, (617) 965-5913 (Quarterly; $18)
All aspects of children's media are reviewed (toys, books, recordings, videos, television, computer software, comics).

Videos

Wisconsin Educational Communications Board, 3319 West Beltline Highway, Madison, WI 53713-4296, (608) 264-9600
"Parade of Programs" is an annual teachers' guide to instructional television (and radio) programs that are available with limited taping rights to schools and school districts.

Youth Services Section, Wisconsin Library Association, 4785 Hayes Road, Madison, WI 53704, (608) 242-2040
"Quality Affordable Children's Videos" is a free list of recommended titles.

Suppliers

In their program descriptions, several librarians emphasized working with local retailers to get generous discounts on various nonbook products. That approach has the added factor of building community support and recognition of the library's activities. The list that follows is drawn from information provided by grant recipients and supplemented with research by the compiler of this guide and the guide's advisory committee. This contact information may be used to make specific inquiries or to request catalogs.

Camera-ready Copy for Booklists

Arrowhead Library System, 210 Dodge Street, Janesville, WI 53545, (608) 758-6692
"Picture Books Too Good to Miss!," a booklet of 100 selected read-alouds to share with preschoolers, is available upon request in camera-ready format; libraries can create their own information on the cover.

Consultants

Susan Pagnucci, Bur Oak Press, 8717 Mockingbird Road, Platteville, WI 53818, (608) 348-8662

Gloria Waity, An Idea Place, 901 Crestview Drive, Madison, WI 53716, (608) 222-7783

Films

Reading Tree Productions, 51 Arvesta Street, Springfield, MA 01118, (413) 782-5839
Rental source for the Jim Trelease film, *Reading Aloud: Motivating Children to Make Books into Friends, Not Enemies.* (See also Recordings and Videos.)

Filmstrips

American School Publishers, Princeton Road, P.O. Box 408, Wightstown, NJ 08520-9377, (800) 843-8855

Flannelboard Story Patterns

Sharon Douglas, 321 14th Avenue East, Ashland, WI 54806, (715) 682-9525
Douglas will take orders to create original patterns.

Free and Inexpensive Materials

These organizations may be contacted for descriptions and prices of currently available items.

American Library Association, 50 East Huron Street, Chicago, IL 60611; (800) 545-2433
"Book Some Time with Your Kids" (poster and bookmark mini-versions of the Outdoor Advertising Association's former billboard campaign)
"Building a Home Library: Preschoolers"
"How to Raise a Reader: Sharing Videos and Sound Recordings"
"Learning Begins at Home"

International Reading Association, P.O. Box 8139, Newark, DE 19714-8139; (800) 336-READ
"Beginning Literacy and Your Child" by Steven Silvern and Linda Silvern
"Creating Readers and Writers" by Susan Glazer
"Good Books Make Reading Fun for Your Child" by Glenna Davis Sloan (also available in French)
"Helping Your Child Become a Reader" by Nancy Roser
"How Can I Prepare My Child for Reading?" by Paula Grinnell
"You Can Encourage Your Child to Read" (also available in French and Spanish)
"Your Home is Your Child's First School" (also available in French and Spanish)

National Information Center for Children and Youth with Disabilities, P.O. Box 1492, Washington, D.C. 20013-1492; (800) 999-5599; TTY (703) 893-8614
"Reading and Learning Disabilities Resource Guide"
"Parents' Guide to Accessing Programs for Infants, Toddlers, Preschoolers with Handicaps (Ages 0-5)"

National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009-5786; (800) 424-2460
"Helping Children Learn about Reading" by Judith A. Schickedanz
"How to Choose a Good Early Childhood Program"
"How to Plan and Start a Good Early Childhood Program"
"Ready or Not...What Parents Should Know about School Readiness"
"What Are the Benefits of High Quality Early Childhood Programs?"

Reading is Fundamental, Inc., Publications Department, P.O. Box 23444, Washington, DC 20026; (202) 287-3220
"Choosing Good Books for Your Children (Infancy to Age 12)"
"Reading Aloud to Your Children"

Multimedia Kits for Adults, Prepackaged

Cleary Connection, P.O. Box 310, Arcanum, OH 45304-0310, (513) 692-8939
The following items were available at the time this guide went to press:
On the Wings of Books, a 50-minute videotape for parents of infants through third-grade children, sold with the book *Read to Me ... And I'll Read to You*. The book also was available separately. (The book suggests ways of integrating books with the stages of development of children from birth through grade 3, lists more than 1,660 books for reading aloud—arranged by age level—and lists more than 640 books for beginning readers—arranged in eight levels of difficulty.)
Out of the Classroom ... Into the Home, a 20-minute audiotape presenting a dialogue

between a parent and teacher discussing questions about reading.
A child-size tote bag and a full-size tote bag.

Newspaper Columns

Arrowhead Library System, 210 Dodge Street, Janesville, WI 53545, (608) 758-6692
More than 20 "Raisin' Readers" columns written by freelance journalist Carol Burke under contract to the Arrowhead system are available for purchase as a set at reasonable cost. The columns are not limited in timeliness. One sample column is included in the *Read from the Start Sampler Notebook*; additional columns are available for examination upon request.

Packaging

Bags to hold gift materials at workshops and hospitals

Demco, P.O. Box 7488, Madison, WI 53707-7488, (800) 356-1200
Designs vary on plastic, drawstring tote bags. (Used by Indianhead Federated Library System)

Upstart, P.O. Box 800, Fort Atkinson, WI 53538-800, (800) 448-4887
Designs vary on plastic, drawstring tote bags. (Used by Milwaukee Public Library)

Bags to store and circulate kits of books and realia

Gallagher Tent and Awning, 809 Plaenert Drive, Madison, WI 53713, (608) 255-7286
Canvas bags 22" high x 28" wide with snaps for closures. (Used by Waunakee Public Library; the project administrator would recommend Velcro or zipper fastenings in the future)

Gaylord Brothers, Box 4901, Syracuse, NY 13221-4901, (800) 448-6160
Custom-printed totes (Used by Greenfield Public Library)

Highsmith Co., Inc., P.O. Box 800, Fort Atkinson, WI 53538-0800, (800) 558-2110
Clear polyethylene bags in 12 varied sizes from 8" x 9" to 28" x 22" (Used by Joseph Mann Public Library, Two Rivers)
Open-mesh plastic drawstring bags with cord-lock closure (Similar to those used by Iola Village Library)
Corruboard Stor/Files size 16¼" x 12¼" x 5" (Used by Portage County Public Library for circulating puppet kits)

Jacci Gambucci, Badger Promotions, 919 North River Road, West Bend, WI 53095, (414) 334-2712
Canvas bags measuring 12½" x 12½" x 1" with silk-screened Hour-A-Day artwork (Used by Duerrwaechter Memorial Library, Germantown; other libraries may use the Germantown art if they wish)

JanWay, 11 Academy Road, Cogan Station, PA 17728, (800) 877-5242
Multimedia bags with nylon backs, plastic fronts and zipper or Velcro closures (Used by DeForest Public Library)

A. Rifkin Co., 1400 Sans Souci Parkway, P.O. Box 878, Wilkes-Barre, PA 18703-0878, (800) 458-7300
Reusable army duck fabric envelope measuring 11" x 14" with zipper closure and exterior clear plastic pocket for identification card (Used by Northern Waters Library Service)
Stowaway Nylotop carriers measuring 16" x 13" x 4" (Used by Winnefox Library System)
Nylotop waterproof art portfolios with zipper closure (Used by Iola Village Library)

Boxes for housing rotating collections of books and realia

Demco, P.O. Box 7488, Madison, WI 53707-7488, (800) 356-1200

Corrugated fiberboard storage boxes with hinged lids (Used by St. Croix County Library Service)

Quill Corporation, P.O. Box 5900, Lincolnshire, IL 60197, (708) 634-4800
Corrugated cardboard legal storage boxes, 11" x 16" x 10" (Used by Baraboo Public Library for countywide project)

Mailing cases to ship kits to system member libraries and child care centers

Demco, P.O. Box 7488, Madison, WI 53707-7488, (800) 356-1200
Fiberboard shipping cases (Used by Northern Waters Library Service)

Puppets and Story Props

ABC School Supply, Inc., 3312 North Berkeley Lake Road, P.O. Box 100019, Duluth, GA 30136, (800) 669-4ABC

Book Props, 16825 South Chapin Way, Lake Oswego, OR 97034, (503) 636-0330
Velcro aprons and other items.

Demco, P.O. Box 7488, Madison, WI 53707-7488, (800) 356-1200

Mr. Anderson's Company, 301 Nippersink Drive, McHenry, IL 60050-7786, (708) 497-4166; order line (800) 442-6555

Nancy Renfro Studios, P.O. Box 164226, Austin, TX 78716, (512) 327-9588; order line (800) 933-5512
The Talking Book Puppet Mascot (a felt book which, when opened, becomes a mitt puppet with a face and moveable mouth) is one of a wide variety of puppets, including some designed with disabled children in mind. Kits including scripts and tapes are also available

Folkmanis, 1219 Park Avenue, Emeryville, CA 94608, (415) 658-7671, (800) 654-8922

Masked Illusions, 8675 Miralani Drive, San Diego, CA 92126-4354, (800) 266-6275
Hard-wearing rubber puppets

Puppet Productions, P.O. Box 1066, DeSoto, TX 75123-1066, (800) 854-2151
"People" puppets

Recordings

A Gentle Wind, P.O. Box 3103, Albany, NY 12203, (518) 436-0391

J. Aaron Brown & Associates, 1508 16th Avenue South, Nashville, TN 37212, (615) 385-0022

Children's Book and Music Center, 2500 Santa Monica Boulevard, Santa Monica, CA 90404, (800) 443-1856

Chinaberry Book Service, 2830 Via Orange Way, Spring Valley, CA 91978, (800) 776-2242

Educational Activities, Inc., P.O. Box 87, Baldwin, NY 11510, (800) 645-3739

Educational Record Center, 3233 Burnt Mill Drive, Suite 100, Wilmington, NC 28403-2655, (800) 438-1637

Educational Record and Tape Distributors, 61 Bennington Avenue, Freeport, NY 11520, (800) 833-8732

Kimbo Educational, P.O. Box 477, Long Branch, NJ 07740, (800) 631-2187

Listening Library, 1 Park Avenue, Old Greenwich, CT 06870, (800) 2433-4504

Music for Little People, P.O. Box 1460, Redway, CA 95560, (800) 346-4445

Reading Tree Productions, 51 Arvesta Street, Springfield, MA 01118, (413) 782-5839
Purchase source for audiocassettes produced by Jim Trelease: *Turning On the Turned Off Reader, Questions and Answers,* and *Wilson Rawls*

Silo, P.O. Box 429, Waterbury, VT 05676-0429, (800) 342-0295

Sony Kids Music, 550 Madison Avenue, New York, NY 10022, (212) 833-8000

Upbeat, 163 Joralemon Street, Suite 1250, Brooklyn, NY, (800) 872-3288

Rubber Stamps

The Stamp Pad Company, P.O. Box 43, Big Lake, MN 55309, (800) 634-3717
Kidstamps, P.O. Box 18699, Cleveland Heights, OH 44118, (800) 727-5437

Television Spots

Kentucky Educational Television, Enterprise Division, 2230 Richmond Road, Suite 213, Lexington, KY 40502-1311, (800) 354-9067; (606) 269-2445; fax (606) 266-3562
Purchase source for the 49 60-second series of spots titled "Readtogether with Walter Anderson;" $150

Toys, Puzzles, Games, and Musical Instruments

ABC School Supply, Inc., 3312 North Berkeley Lake Road, P.O. Box 100019, Duluth, GA 30136, (800) 669-4ABC
BRIO Scanditory Corp., 6555 West Mill Road, Milwaukee, WI 53218, (800) 558-6863
Childcraft, 20 Kilmer Road, P.O. Box 3081, Edison, NJ 08818, (800) 631-5652
Constructive Playthings, 1227 East 119th Street, Grandview, MO 64030-1117, (800) 255-6124
Dakin, P.O. Box 7746, San Francisco, CA 94120, (800) 227-6598
Puppets, too
Eden Toys, 112 West 34th Street, Suite 2208, New York, NY 10120, (212) 947-4400
European Toy Collection, 6643 Melton Road, Portage, IN 46368, (219) 763-3234
Literature-based toys (No catalog; call for information)
Ganz, 908 Niagra Falls Blvd., North Tonawanda, NY 14120-2060, (800) 724-5902
American heritage and endangered species are specialties; puppets, too (No catalog; call for information)
Gund, P.O. Box H, Edison, NJ 08818, (800) 448-4863
Hal's Pals, 1021 East 9th Avenue, #120, Denver CO 80218, (303) 369-1730
Dolls with disabilities
Handicapped Children's Technological Services, P.O. Box 7, Foster, RI 02825, (401) 861-3444
Includes items for children with special needs
Judy Instructo, 4424 West 78th Street, Bloomington, MN 55435, (800) 526-9907
Floor puzzles and other materials
Kapable Kids, P.O. Box 250, Bohemia, NY 11716, (800) 356-1564
Includes items for children with special needs
Kaplan, P.O. Box 609, Lewisville, NC, 27023, (800) 334-2014
Kaye Products, 535 Dimmocks Mill Road, Hillsborough, NC 27278 (919) 732-6444
LEGO Systems, P.O. Box 1138, Enfield, CT 06083, (800) 422-5346
Little Tikes, 2180 Barlow Road, Hudson, OH 44236, (800) 321-0183
Mountain Toys, P.O. Box 1104, Nashville, IN 47448, (800) 829-3866
Reproduction wooden folk toys
MPI School Supplies, 1200 Keystone Avenue, P.O. Box 24155, Lansing, MI 48909, (517) 393-0235
Music for Little People, P.O. Box 1460, Redway, CA 95560, (800) 346-4445
People of Every Stripe, P.O. Box 12505, Portland, OR 97212, (503) 282-0612
Dolls representing a wide variety of races, nationalities, and disabilities
Playfair Toys, P.O. Box 18210, Boulder, CO 80308, (800) 824-7255
Rifton/Community Playthings, Route 213, Rifton, NY 12471, (800) 374-3866
Includes items for children with special needs
Teacher's Discovery, 1100 Owendale, Suite 1, P.O. Box 7048, Troy, MI 48007-7048, (800) 521-3897
Today's Kids, P.O. Box 207, Booneville, AR 72927, (800) 258-TOYS

Toys for Special Children, 385 Warburton Avenue, Hastings-on-Hudson, NY 10706, (800) TEC-TOYS
Includes items for children with special needs
Toys to Grow On, P.O. Box 17, Long Beach, CA 90801, (800) 874-4242
Wind River Products, P.O. Box 840, Old State Road, Carson, WA, (800) 743-9463
Puzzles

Videos

Children's Book and Music Center, 2500 Santa Monica Boulevard, Santa Monica, CA 90404, (800) 443-1856
Children's Circle, CC Studios, Inc., Weston, CT 06883, (800) 543-7843
Educational Record Center, 1575 Northside Drive, N.W., Suite 400, Atlanta, GA 30318, (800) 438-1637
Instructional Video, Inc., 727 O Street, Lincoln, NE 68508, (800) 228-0164
Kimbo Educational, P.O. Box 477, Long Branch, NJ 07740, (800) 631-2187
Library Video Company, P.O. Box 1110/Dept. K-12, Bala Cynwyd, PA 19004, (800) 843-3620
Media Home Entertainment, 5959 Triumph Street, Commerce, CA 90040, (800) 645-6600
Music for Little People, P.O. Box 1460, Redway, CA 95560, (800) 346-4445
Random House Home Video, 225 Park Avenue South, New York, NY 10003, (800) 726-0600
Reading Tree Productions, 51 Arvesta Street, Springfield, MA 01118, (413) 782-5839
Purchase source for videos versions of *Reading Aloud: Motivating Children to Make Books into Friends, Not Enemies*
Silo, P.O. Box 429, Waterbury, VT 05676-0429, (800) 342-0295
South Central Library System, 2317 International Lane, Suite 102, Madison, WI 53704-3129, (608) 246-7970
Purchase source for English, Hmong, Khmer, Laotian, and Spanish language versions of *Just a Few Minutes of Your Time: Reading Aloud for a Lifetime (A Motivational Video to Promote Reading Aloud to Preschoolers)*
Upbeat, 163 Joralemon Street, Brooklyn, NY 11201, (800) 872-3288

Miscellaneous Notes

Cassette Players

Recorders using batteries are not recommended since batteries can be removed and they may wear out at inconvenient times.

Flannelboards

Flannelboards can be made by volunteers. Cut 3/8" plywood into 24" x 36" rectangles. Stitch dark-colored 100 percent cotton flannel into "envelopes" that fit over the plywood board. Stand the two-sided boards on notched feet-blocks for stability.

Games

Volunteers can make a variety of games using *Make-Take Games: 32 Easy-to-Make Learning Games* and *Make-Take Games: Companion Pattern Set*, both written by Liz and Dick Wilmes and published by Building Blocks, 1990.

Appendix E: Notes on Child Development as Related to Appropriate Early Literacy Activities in the Library

The following material is edited and reprinted with permission from *A Librarian's Planning Handbook for a Read-to-Me Club* by Dr. Julie Todaro (Texas State Library, 1993). Todaro has experience as a school librarian, public librarian, and college-level educator in the fields of children's literature and library services. In this excerpt from her handbook, she provides thumbnail sketches of developmental stages and relates those stages to suggested activities that could be offered in library programs for very young children and their parents.

First Three Months

The child:
differentiates between shapes, objects, and colors although has little focus; prefers primary colors; likes variety; likes patterns of light and dark; likes lamps and glowing areas; likes to explore while on stomach; likes soothing voices; enjoys rhythmic music; likes soft cooing and gurgling; likes hugs, pats, and smiles

Library staff can:
teach parents what babies can do and what they like; give parents materials with primary colors; teach parents lullabies, noises to make, facial expressions; show parents how to work with children by having parents bring their babies and working with a baby as an example; perform lullabies during activities such as an evening program with a mood-setting glowing light, soft music, hugging, and quiet storytelling; share primary-colored illustrations in books and on flannel boards during role-modeling activity times; arrange special displays for parents and interested adults such as home-care caregivers

Three to Six Months

The child:
smiles; explores with hands; begins to grasp and release; waves objects over head; puts things in mouth; equates some actions with noises like clapping; crawls; begins working with two hands; becomes aware of hands and feet as extensions; pulls self around; pulls things around; begins to recognize others; sees unfamiliar faces; plays peek-a-boo; likes bath time; notices toes; likes to kick; can discover self in mirror and others in mirror; likes different toys; makes and copies noises

Library staff can:
work with parents on what the baby can do at this age; model in a group setting the grasping actions and noises and the grasping and ungrasping of objects; emphasize the importance of the beginning of play and spending time practicing even simple things like grasping, pulling, and peek-a-boo; provide mirrors in activity times to mimic and work on recognition and smiling; begin to hand out activity sheets for home activities; play background music in activity times

Six to Nine Months

The child:
is skillful with hands; creeps without support; begins to control body movements; likes to drop items and watch reactions and hear noise; is curious about the world around; sees and hears well; transfers objects from one hand to another; likes to bounce balls;

likes to stack; likes balls in general; begins to vocalize sound not only to people, but also to toys

Library staff can:
begin to share with adults how these activities are pre-reading activities; model more with babies in the areas of grasping, dropping, and reacting to noise; begin to illustrate the toys that are familiar by showing toys and then pictures of toys from books, chalkboard, and feltboard

Nine Months to One Year

The child:
is more coordinated; may walk as early as nine months; puts all things in mouth; returns to play in special areas; learns by touching; likes silly songs; likes and recognizes bright colors in books; begins to talk; likes rhymes; turns pages of books; loves to play games; loves household objects; likes building and stacking games

Library staff can:
bring more things to touch and share to activity times; introduce textures into things that are touched; sing and repeat silly songs; use more brightly colored pictures; encourage lots of verbal participation by parents to encourage beginning speech; bring in many more household objects for sharing

Twelve to Fifteen Months

The child:
communicates likes and dislikes, needs, and wishes; likes to do things alone; likes moving to music; begins walking; offers toys and wants them back; needs activities for exercise; likes push toys; likes things that rock; likes containers as containers; likes to work on hand- and eye-activities such as hammering; loves nursery rhymes and jingles; understands simple instructions; has five or six words to say; loves to sit in your lap and have a book read; associates pictures with objects; knows shapes by sight and might be able to pick out some when shapes are all together; can pick out simple numbers of things, like "pick up one ball"

Library staff can:
begin to give out more instructions to the group at activity time; pass items back and forth among adults and children; introduce sharing concepts; begin to use more verbal rhymes, songs and nursery rhymes; learn and emphasize words they all know; show parents ways to share books with children in lap reading; use more flannelboard and chalkboard activities; hand out sets of paper shapes

Fifteen to Eighteen Months

The child:
wants to do things alone; likes things now; shows frustration and anger; grows in manipulative skills; likes rhymes and repetitions; likes pictures of recognizable items like farm animals, family members; likes pop-up books

Library staff can:
concentrate on a quickly paced but longer activity time; introduce fingerplays; demonstrate creating a family picture album; can introduce the element of surprise

Eighteen to Twenty-three Months

The child:
turns knobs and handles; pats and hugs other people and pets; has many expressions; may be frightened to leave or lose mother, father, or caregiver; recognizes and points to familiar items and people; can make more noises, especially animal noises and can follow the lead of others making noises; hums and sings; knows parts of the body; can fasten easy fasteners; can follow easy directions; expands vocabulary; can make simple combinations of words

Library staff can:
design more detailed activity times with oral telling of simple story lines of familiar objects, people or things; begin theme programming along the lines of self, body, and clothing; include in activity times a "show and tell" of words and phrases learned for practice

Twenty-four to Twenty-nine Months

The child:
puts on simple clothing such as scarves, hats and shoes; can manipulate a book; is proud and wants attention for accomplishments; can become a group member for short periods of time; likes to look at other people; looks at details; matches familiar objects; wants to know the name of everything; puts more words together in phrases; can dress and undress self toward the end of 29 months

Library staff can:
encourage more group interaction in activity times; use more detailed pictures and pictures in lighter colors as well as line drawings and black-and-white pictures; design activity times to focus on-elements of clothing and concepts such as fastening; give assignments to children for next activity time

Thirty to Thirty-six Months

The child:
marches to music; claps to rhythmic music; puts on more difficult clothes; understands and creates simple plots and ideas; turns phrases into simple sentences; is beginning to understand abstract concepts; recognizes familiar music, stories and games; may be more negative

Library staff can:
include marching in activity times; design programs with dancing exercises; use stories with more in-depth plots; use pictures that may illustrate more abstract concepts; expect more special behavior from patrons; discipline poor group behavior

Three to Four Years

The child:
has overcome negativism; is interested in play with others; understands simple sequences; shows imagination when playing; recognizes fear; knows the difference between boys and girls

Library staff can;
expand play activities among children in a group; give more in-depth directions; create and use longer stories; encourage more discussion and verbal show and tell

Four to Five Years

The child:
is much more social; is physically active; talks a great deal with others; interjects statements and comments and suggestions when not asked; is very aware of self and clothing; asks why

Library staff can:
begin to turn the activity time for this grade level into traditional storytimes; tell longer stories; require disciplined learning; begin to move parents to the outskirts of groups

Clearly not all of the above characteristics of the child or of what the library can do are the complete list of development elements or programming possibilities. Rather, this list is a beginning look at what a library staff member can do for Read-to-Me's.

The reality of library programming is that, try as we might, even the best advertising and preparation does not bring in the perfect audience of "all 2-year-olds" or "all 1- and 2-year-olds." Programs designed for, and advertised to, the young child tend to bring in a mix of the very young with both the young toddler and the older toddler. Keeping these "combination" audiences in mind, library staff might be able to consider one or more of the following:

- be as specific as possible on publicity as to age and interest level;
- consider alternate or backup programming in order to be able to divide up the audience as necessary;
- keep the group together and pick the activities that speak to the middle age range, then use the older children with the younger children by taking a 3-year-old and asking him or her to "point out a color or a shape to a baby;"
- plan for the age range and include two levels of activities such as a fingerplay or movement activity that includes clapping or waving—something that the youngest can do alone or with parents' help—then introduce this activity and sustain it for the younger, while the older children increase their movements or sound;
- plan for the activity by having a "lap time" program for the baby, while the older toddler is asked for more movement from the activity leader "down in front;"
- plan for the greater age ranges by limiting programs to fewer people so that it is easier to deal with the diversity.

Appendix F: Glossary

Aid to Families with Dependent Children (AFDC): This program provides cash assistance to needy children and their families. Benefits are determined on the basis of family size and income in relation to a payment schedule established by state law. Benefits are funded with state and federal resources. In Wisconsin, the program is administered by county departments of human or social services and tribal economic support agencies and is supervised by the state's Department of Health and Social Services. For additional information, contact the Division of Economic Support, Department of Health and Social Services, 1 West Wilson Street, P.O. Box 7935, Madison, WI 53707; (608) 266-3035

Certified day care provider: In Wisconsin, these are persons who provide day care for one to three children under age 7 and whose services are purchased by county social service departments with state community aid funds. Certification is granted by counties. Certification standards, including educational levels and continuing education for staff, are found in the Wisconsin Administrative Code (Chapter HSS 55, VI). For more information, contact the Office of Child Care, Bureau of Children, Youth, and Families, Division of Community Services, Wisconsin Department of Health and Social Services, 1 West Wilson Street, Madison, P.O. Box 7851, WI 53707; (608) 266-6946. See also "licensed day care provider."

Child Care Resource and Referral Center (CCR&R): These nonprofit organizations refer any requesting parent to the types of regulated care in their area (profit, nonprofit, public, private, home-based, center-based) and provide educational information to regulated care providers. There are 17 regional CCR&Rs in Wisconsin. For more information, contact the Office of Child Care, Bureau of Children, Youth, and Families, Division of Community Services, Department of Health and Social Services, 1 West Wilson Street, P.O. Box 7851, Madison, WI 53707; (608) 266-6946.

Chapter 1: This federally funded education program is designed to help disadvantaged students reach grade level in reading and math.

General Educational Development program (GED): This drop-out recovery program allows adults who do not have a high school diploma to study and take a series of examinations to qualify for a high school equivalency diploma. States contract with a national organization that administers the overall program and sets minimum standards. States may choose to set higher passing text scores and impose additional requirements. For instance, Wisconsin GED students must take a health education course (or pass a health education exam), demonstrate citizenship skills, and participate in career counselling.

Head Start: This federally funded program primarily serves 3- to 5-year olds from low-income families. It combines developmentally oriented child care with community involvement, support of parents, and provision of nutrition, health care, and social services. As stated in Head Start Program Performance Standards, "the overall goal of the Head Start program is to bring about a greater degree of social competence in children of low-income families. By social competence is meant the child's everyday effectiveness in dealing with both present environment and later responsibilities in school and life. Social competence takes into account the interrelatedness of cognitive and intellectual development, physical and mental health, nutritional needs, and other factors that enable a developmental approach to helping children achieve social competence." (45-CFR 1304, Section 1304.1-3)

Licensed day care provider: Under Chapter 48 (48.65) of the Wisconsin Statutes any person receiving payment for providing care and supervision for four or more children under the age 7 for less than 24 hours a day must obtain a license to operate a day care center from the Department of Health and Social Services.

"Family day care centers" serve four to eight children. Licensing rules, including educational levels and continuing education for staff, are found in the Wisconsin Administrative Code (Chapter HSS 45).

"Group day care centers" serve nine or more children. "Part-day care centers" such as preschools, nursery schools, and Head Start facilities also must be licensed. Licensing rules, including educational levels and continuing education for staff, for these categories are found in the Wisconsin Administrative Code (Chapter HSS 55; I and III).

Licensing is regulated by the Wisconsin Department of Health and Social Services.

For more information, contact the Office of Regulation and Licensing, Bureau of Regional Operations, Division of Community Services, Department of Health and Social Services, 1 West Wilson Street, P. O. Box 7851, Madison, WI 53707; (608) 266-6946. See also "certified day care provider."

WIC (Special Supplemental Food Program for Women, Infants, and Children): This federally funded program provides highly nutritous food to low-income women who are preganant or breastfeeding and to their children up to the age 5. It also provides the family with information and education on nutrition.

Note: Definitions reflect programs' status at the time *Read from the Start* was written and are subject to change.

ISBN 1-57337-019-3

BEST COPY AVAILABLE